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ADULT EDUCATION AND THE COMMUNITY IN THE SCOTTISH NEW TOWNS

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I declare that this thesis has been composed by me and is entirely my own work.

A B S T R A C T

In the context of the Scottish new towns the thesis considers why adult education activities play such a limited role in the national education system, and whether a programme provided after a thorough examination of a community's needs and interests can involve a significantly greater proportion of the local population.

After a discussion of the limitations of current practice, an examination of the background to the new towns is carried out. A picture of the new town communities is built up and this is presented in Chapter 3.

There follows a consideration of the role of adult education in this setting and an examination of the response of the providing bodies to date. Apart from visits to adult education centres in each new town, in Livingston questionnaires were issued to all students and tutors attending classes in a week selected at random.

The main barriers to development are then discussed before an attempt is made to assess the potential for adult education in the new town environment. In a random sample survey, 2,400 questionnaires were distributed amongst the new town population and a response rate of 59% achieved. The results of this survey are considered in Chapter 5.

Finally, based on an examination of the barriers to development and the results of the survey, a series of action research projects were undertaken in Livingston

to determine whether the interest revealed by the surveys could be translated into participation in adult education activities. These projects - the basis of a one year case study - are considered in Chapter 6.

The thesis concludes by demonstrating that a greater degree of involvement can be achieved without the expenditure of significantly greater funds, but by the adoption of an approach which emphasises the importance of community considerations and the promotion of the educational process rather than specific evening class programmes.

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INTRODUCTION

In the histories of adult education that will be written over the next fifty years, the period of self-examination, uncertainty and change in the 1960s and 1970s will undoubtedly occupy at least one important chapter.

At an international level, the growth in the belief of the ideas of a lifelong learning system, in the light of a rapid rate of social and economic change, has been a major feature of a number of conferences and reports, and the front-end model of education in which resources are concentrated in the years of schooling has come to be widely questioned for the first time.

In Britain there has been the production of two major governmental enquiries - the Russell Report in England and Wales[1] and the Alexander Report in Scotland[2] - while the amalgamation of a number of local authorities after the introduction of regionalisation has necessitated changes in both the organisation and implementation of existing adult education programmes.

Within this general climate of reappraisal, however, adult education in Britain has continued to develop along much the same lines as heretofore. While its aims have been recognised as the reaffirmation of individuality, the encouragement of adults to make

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1 Adult Education: A Plan for Development (The Russell Report), HMSO, London 1973

2 Adult Education: The Challenge of Change (The Alexander Report), HMSO, Edinburgh 1975

effective use of the resources of society, the fostering of the pluralist society and the education of people for change[1]; present provision is dominated by evening class programmes in leisure and recreational subjects which are offered on a one or two term basis and which may often be supplied only if a minimum of twelve or fifteen students are present.

Despite the apparent interest in adult education at an international and national level, therefore, many practitioners would argue that the ideals of Russell and Alexander are unlikely to be fulfilled. There is clearly a widespread gap between the role that adult education might play and its present manifestation, and apart from the limited possibility of additional resources being forthcoming, there is little evidence to suggest that the majority of adults would respond to such a change of emphasis.

The statistical evidence and research on adult education in this country is limited and the possibilities of greater involvement in adult education classes or courses has been considered more often than not on the basis of experience and conjecture rather than the results of a scientific enquiry. Scotland has been unfortunate in not having had the benefit of either a general survey of the field similar to Lowe's 'Adult Education in England and Wales'[2], or a study of non-participants comparable to the National Institute of Adult Education Adequacy of Provision

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1 Ibid., pp. 26-27
2 LOWE J, Adult Education in England and Wales, Michael Joseph, London 1970.

study[1]. Indeed even to secure detailed information about the characteristics of students, the Alexander Committee was forced to commission a number of research enquiries, notably in the Extra-mural Departments of Edinburgh, Glasgow and Dundee Universities and the Education Authorities of Argyll, Dundee and Fife.

It is in this general context that this thesis is written. Recognising the need for evidence relating both to the respective characteristics of those who attend and do not attend classes, the thesis examines, in the context of the new towns, why it is that adult education activities are failing to attract greater numbers and attempts to link abstract principles and practice in formulating an approach for the future.

In view of the diverse range of activities that could be classified as 'educational' and included in such an enquiry, the thesis is limited to those activities which are not specifically vocational and which are or could be provided by the three major bodies responsible for adult education provision - the Local Education Authority Workers' Educational Association (W.E.A.) and University Extra-mural Departments. Thus full time courses are excluded, as indeed is much of the work of local technical colleges which is linked to a specific firm or job training opportunity, and courses provided by private firms, individuals or social organisations. General

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1 National Institute of Adult Education - Adequacy of Provision, NIAE, London 1970

vocational provision (for example 'O' grades and 'Highers') is included in the enquiry, whereas, day release courses are not.

The basis for the study was a series of surveys undertaken over the period 1972-4, and designed to compare the attitudes and characteristics of tutors, students and the general population. At the same time, however, the initial results of these surveys were tested through the medium of a series of action research projects in Livingston new town and sponsored by the Scottish Education Department[1]. Thus the potential for adult education provision was considered in the light of an immediate attempt to translate these results into practice.

It is in this linking of survey material and practice and in its consideration of the reasons for non participation that this thesis seeks to make a contribution.

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[1] A summary of this aspect of the thesis has been published in The Role of University Adult Education in South East Scotland, Research Report of the Department of Education Studies, University of Edinburgh 1975, Chapter 5

C H A P T E R O N E

ADULT EDUCATION PROVISION

Adult Education Provision - Levels of Participation

British adult education is presently undergoing a period of examination unparalleled in half a century. The setting up of the Russell Committee in England and Wales and the Alexander Committee in Scotland followed a fifty year gap in which no major governmental review of the subject had been attempted.

It is perhaps a reflection of the neglected role that adult education has played in the country's national education system that the last enquiry into the adequacy of provision was the final report of the Adult Education Committee of the Ministry of Reconstruction in 1919.[1]

The fact remains that despite a long history adult education activities play an extremely limited role in the overall pattern of educational provision. In terms of resources, the major providing bodies (the Local Education Authorities) commit less than 1% of their annual budget to this aspect of their work, while enrolment figures provided by the Local Education Authorities, Workers' Educational Association and University Extra-mural Departments suggest that less than 5% of the adult population are actively engaged in non-vocational adult education activities each year.

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1 Ministry of Reconstruction (Adult Education Committee) - Final Report, HMSO, London 1919

In 1968/9, for example, the Local Education Authorities in England and Wales enrolled 1,701,070 students, and the Workers' Educational Association and University Extra-mural Departments 242,210.[1] In Scotland, over the comparable period, the total was 191,789 (for all three bodies), of whom 148,964 could be regarded as 'effective'students having attended at least two thirds of the total number of meetings.[2] Expressed as a percentage of the post-school population in Scotland, this represents 3.95% of those eligible to attend classes, a figure which had risen to 4.45% by 1972/3.

While perhaps indicative of the importance of adult education in relation to the rest of the education field, however, the significance of these figures should not be overemphasised. Apart from the exclusion of technical and vocational work from the statistics it is clear that a considerable amount of adult education takes place outside the provision of these bodies. As long ago as 1928, for example, the role of broadcasting in this area was recognised by the Hadow Committee who commented: "Even if no single item labelled educational ever appeared in programmes, broadcasting would still be a great educational influence"[3] and today over and above the provision of general educative output, courses for children and adults occupy more than 450 hours on television and 350 on network radio.[4]

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1 Russell Report, op.cit, Table 3 p.204
2 Alexander Report, op.cit., Appendices 1A and 1B p.99
3 New Ventures in Broadcasting, BBC London 1928 p.1
4 Russell Report, op.cit., p.42

The role of libraries, museums and art galleries in arranging lectures, discussions and study groups should not be overlooked either, whilst a wide range of social organisations include an educational element amongst their more general overall aims. In Scotland, as well as elsewhere, for example, the Townswomen's Guilds, Women's Rural Institutes, Trade Unions and Churches all carry out activities which "do not appear to differ greatly in kind or principle from some of the work of the more specifically adult education bodies, however much their stated objectives and educational approach may differ."[1]

Overall, the range of these activities is such that it is difficult to build up even a general picture of the adult education field or of the numbers involved in it. For the purpose of this study it will be necessary to confine our considerations to the provision of adult education activities by those formally responsible and largely to exclude the role of voluntary organisations. This is not to imply that the work carried out by the latter is not valuable, nor indeed educational, but that its nature is so diverse, and its connection with the other aims of the organisation so close that meaningful conclusions cannot be drawn from the limited information currently available.

Even bearing these considerations in mind, however, as

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1 Alexander Report, op.cit., p.12

the Alexander Committee was forced to conclude:

> It is clear that the vast majority of adults in Scotland take no part in leisure time courses and show no desire to do so. Despite the devoted efforts of many adult educators over the years what has so far been achieved falls far short of what in our view could reasonably be expected and the service has so far failed to make itself attractive to the bulk of the population, despite the current widespread concern with educational problems.[1]

Reasons for the Current Situation

While the marginality of present provision has thus been recognised and is of obvious concern to those in the field, the reasons why so few people currently participate have yet to be adequately determined. In 1958 Peers suggested that the restricted nature of what was presently offered was an important factor, noting that too little attempt has been made to explore new possibilities or appeal to new interests,[2] while ten years later in his survey of adult education in England and Wales, Lowe commented that the outstanding weakness of the field was its uninspiring reputation. He continued:

> The public at large still tend to perceive it in terms of stereotypes and as the class provision of the WEA. To many of the educated it appears déclassé and disorganised.[3]

In general, however, research into the reasons for

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1 Ibid., p.16
2 PEERS R, Adult Education: A Comparative Study, Routledge and Kegan Paul, London 1958 (Third edition 1972) pp.343-362
3 LOWE J, op.cit., p.307

non-participation has been limited. Of the more notable studies since the war, the Johnstone and Rivera enquiry[1] in the United States in 1961/2 has been the most comprehensive, involving the administration of a survey to a random sample of 12,000 householders, whilst in Britain the National Institute of Adult Education over the period 1966-9 conducted interviews with 3,549 participants and non-participants[2] in England and Wales. Systematic enquiries of this nature, however, have not been frequent and much of the empirical work published in Britain to date "quite fails to recognise that method in the social sciences has progressed beyond the curious observations of the eighteenth century gentleman or the Victorian parson."[3]

Indeed, of the Scottish research the most detailed has stemmed from the case studies conducted on behalf of Alexander Committee. In the course of their enquiries, four surveys were undertaken with the aim of constructing a profile of students who attend adult education classes, but the information obtained from each was not strictly comparable and only a general assessment of the situation could be made. However, the main conclusions emerging from the 1175 questionnaires returned out of 1646 distributed to students in the Argyll, Dundee, Fife and St. Andrews areas largely confirmed that the characteristics

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1 JOHNSTONE J.W.C. and RIVERA R.J., Volunteers for learning, Aldine Publishing Co., Chicago 1965

2 National Institute of Adult Education - Adequacy of Provision, NIAE, London 1970

3 DUKE C and MARRIOT S, Social Science and Adult Education, Studies in Adult Education, Vol.1 No. 1 1969 p. 54

of students in Scotland were similar to those discovered by studies elsewhere.

In all areas, the majority of students were women (on average 64%) and the under 25 age group was under-represented. Analysis of the answers to the question relating to the students work revealed that between 83% and 88% were in the top three classes of the Registrar General's socio-economic scale, except in the Argyll Education Authority study in which the figure was 55%. As Alexander has since pointed out, since over 80% of the students come from 36% of the top three social groupings (the bottom three groupings comprising 20% of students but 64% of the population) and since women make up two thirds of the participants, "the figures imply that only approximately 0.2% of males in Scotland in the three lowest socio-economic groups are involved in adult education in any one year."[1]

While the facts of the matter have thus been clarified the reasons why this should be the case are largely speculative. Clyne for example suggests that the adult educator should not be surprised that working class adults do not participate in educational programmes "structured and bound by concepts and restrictions of a typically middle class and middle aged design".

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1 ALEXANDER K, The Challenge of Change: Some key points from the report, Scottish Journal of Adult Education, Vol. 1 No. 4, 1975 p.8

He continues:

> Many people who express no interest in a course entitled 'Understanding your children' are not implying that they have no interest in parent/children relationships. They are simply rejecting the package deal which includes not only parent/children relationships but also course fees, regular meeting times and places often proving unsuitable, a classroom environment and a teacher-pupil approach to education which had been rejected during their secondary years. [1]

There is little evidence, however, to support or deny this theory since the attitudes of the population towards adult education are largely unknown. As a result the Alexander Committee was thus unable to comment on the potential for future development, and noted that the case studies "while providing some evidence about the students actually participating in adult education, told us nothing about the great majority of adults who do not attend or have never attended any classes or courses." [2]

The Case for Development

While the absence of empirical data has therefore been recognised, the arguments for a developing adult education service have nevertheless proliferated. Since the early 1960s there has been a growing belief, at least

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1 CLYNE P, The Disadvantaged Adult, Longman, London 1972 p.xiii

2 Alexander Report, op.cit., p.15

amongst those in the adult education field that education must be seen as a 'lifelong process' and that a 'front-end' model in which the resources and opportunities for education are concentrated in the years of schooling is less and less appropriate to our needs.

The idea of l'education permanente' appeared on the agenda of a number of international conferences during the sixties and formed the principal item of discussion at the third session of the Unesco International Committee for the Advancement of Adult Education held in Paris in 1965. In turn the Third International Conference of Adult Education in Tokyo was "convinced that adult education forms an integral part of civilized living and is inseparable from the goal of expanding educational opportunities for all." Within the context of lifelong learning, it continued "adult education (should) be recognised as a specific and indispensible component." [1]

The basis for the growth of this idea is not difficult to determine. It stems from an awareness that the rate of technological and social change is greater than ever before and that this rate of change has created a new relationship between man and his educational needs.

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1 Third International Conference on Adult Education - Final Report, Unesco, Paris 1972 p.16

In the past there may have indeed existed relatively static societies where future roles could be predicted with some degree of accuracy and where the idea of completing a basic education while young might have been valid but today's world is a rapidly changing one, and continuing education is likely to be necessary if its demands are to be met. Whether the purpose is to master technological change or bring about social change, the process of education must continue throughout life for, in Jessups words, "the intellectual luggage with which we are equipped during our early years will not be suitable for the very different conditions we shall meet during life's journey." [1]

In the work situation, for example, it is probable that the youth of today will change occupations four or five times in the course of his lifetime, experiencing a repeated need for education and training. Indeed, as Venn has pointed out,

> Technology has created a new relationship between man, his education and his work, in which education is placed squarely between man and his work. Although this relationship has traditionally held for some men and some work (on the professional level for example), modern technology has advanced to the point where the relationship may now be said to exist for all men for all work. [2]

Furthermore, it has gradually become apparent that the impact of technological change ranges wider than the work

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1 JESSUP F.W.(ed), Lifelong Learning, Pergamon Press, London 1969 p.19

2 VENN G, Man, Education and Work, American Council in Education, New York 1964 p.1

situation. Not only do new productive processes require additional skills in themselves but in their application, whilst technological advance clearly creates in itself changed circumstances and problems with which individuals and societies must cope. Developments in medicine, for example, have prolonged the expectancy of life to the point where coping with the elderly is one of the major problems facing our society; improvements in media communication have brought world-wide events to the attention of every man or woman who has a television or radio and the transport revolution has expanded geographical mobility to a point which would have been almost totally unforseen at the turn of the century.[1]

The impact of these factors affect us all and the arguments for a developing adult education service in the face of such circumstances have been heard with increasing regularity over the past fifteen years. A bibliography on lifelong learning produced by UNESCO[2] in 1972, for example, listed over 300 works on the subject and the work of Lengrand,[3] Jessup et alii[4] has been widely disseminated and discussed.

The theory of the educator has also found its way into a number of governmental reports - including the

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1 Alexander Report, op.cit, pp.20-21
2 RODRIGUEZ C, Lifelong Education - Educational Documentation and Information, UNESCO, Paris 1972
3 LENGRAND P, An Introduction to Lifelong Learning, UNESCO, Paris 1970
4 JESSUP F.W. (ed), Lifelong Learning, Pergamon Press London 1969

Worth[1] and Wright[2] reports in Canada - while a number of countries have begun, albeit tentatively, to translate ideas into practice. Australia, for example, has had legislation for over thirty years which allows all workers long service breaks each year, while in France a national agreement between workers and employers representatives in June 1970, followed by legislation one year later, introduced the right of all employees to take educational leave.

The Response to Date

In Britain, however, the arguments for a developing adult education service have yet to find widespread acceptance. Indeed as P.F. Drucker has pointed out, one of the more radical changes in the education system over the past five years - the raising of the school leaving age - effectively detracts from the goal of lifelong learning, since extended schooling assumes that we will include more in the preparation for life and work, while continuing education implies that education and life should become integrated.[3]

As long ago as 1943, Sir Richard Livingstone wrote along similar lines:

> What lovers of paradox we British are! Youth studies but cannot act; the adult must act but has no opportunity of study and we accept

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1 A Choice of Futures - Report of the Commission on Educational Planning (The Worth Report), Alberta 1972

2 The Learning Society - Report of the Commission on Post-Secondary Education (The Wright Report), Ontario 1972

3 DRUCKER PF, The Age of Discontinuity, Harper and Row, New York 1969 p.313

> the divorce complacently...We behave like people who should try to give their children all the food they require for a year at once, a method which might seem to save time and trouble, but which would not improve digestion, efficiency or health. 1

There are clearly a number of possible reasons why this should be so. According to Lowe, for example, it is largely the result of an almost exclusive historical identification of adult education with the liberal and non-vocational education provided by University extra-mural departments and the WEA - a factor attributable at least in part to the narrow definition of adult education evolved in Britain before 1919 and adopted by the Ministry of Reconstruction's Adult Education Committee.

In Lowe's view, the restriction of the latter's terms of reference to non-vocational activities has had a deleterious effect on the whole development of adult education in Britain. He continues

> If the education of adults is to cease being a marginal national concern, it is now imperative that the government, the local authorities and the general public should begin to perceive it in its vast range and diversity, recognise its untapped potential as a source of community and national

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1 LIVINGSTONE R, Education for a World Adrift, Cambridge University Press 1943 p.42

development and accord it generous and sustained support. [1]

It is nevertheless noteworthy, too, that the more recent government enquiries were similarly limited in their scope. Like their predecessor, each was restricted in its terms of reference to a consideration of non-vocational activities - the Russell report to "the provision of non-vocational adult education in England and Wales" [2] and the Alexander report to "voluntary leisure time courses for adults which are educational but not specifically vocational". [3]

Recognising the arbitrariness of this division, however, the Russell report noted that in terms of the Education Act 1944 there was a spectrum of activities that were considered to be further education - at one end clearly vocational and at the other personal, social, cultural and non-vocational. The Committee saw no advantage in attempting a sharp line of division across the spectrum and consequently regarded their terms of reference as no more than a convenient way of excluding the major areas of higher, technical and art education. [4]

The Alexander Committee in turn pointed out that the phrase 'adult education' did not appear in the Education (Scotland) Acts and had never been statutorily defined.

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1 LOWE J, op.cit., p.28
2 Russell Report, op.cit., Terms of Reference p.v
3 Alexancer Report, op.cit., Terms of Reference p.vi
4 Russell Report, op.cit., p.1

It consequently introduced the term 'community education' to refer to the educational opportunities available to the individual through social, recreational, cultural and educational provision by statutory authorities and voluntary agencies, or through involvement in numerous voluntary groups in the community, and restricted the term 'adult education' to the more academic side of community education or the more traditional classes and courses.

Yet despite this broadening of outlook, official government approval for these reports has still to be forthcoming. It has clearly been unfortunate that they both have appeared at a time of major financial stringency, when local authorities have been instructed to reduce their expenditure rather than look at ways in which their services might be extended. On the other hand, from a governmental point of view, it must be difficult to reconcile the present degree of involvement with the necessity for increased adult education provision as seen by Alexander. Its aims - the reaffirmation of individuality, to foster the pluralist society, to enable adults to make effective use of the resources of society and to prepare people for change do indeed seem unrelated to the present system where less than 5% of the population are involved each year and 70% of enrolments are for P.E., crafts, needlework and cookery.[1]

Furthermore there is little to suggest that an

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[1] Alexander Report, op. cit., pp.26-27

increase in resources or a change of emphasis would produce significant results. Neither the Russell nor the Alexander Committee was able to produce evidence as to why adults do not attend what is currently offered, and in the absence of such evidence, their impact must be necessarily limited.

Until such time as these matters are resolved, however, the likelihood of an increase in resources to enable adult education to expand is clearly remote. If, for example, the main reason for non-participation lies in the restrictive nature of what is offered, and if adults would be willing to return to education were this altered, then a change in the attitudes of the government and the local authorities might be forthcoming. On the other hand, if the majority of the population is not interested in adult education, regardless of what is available, then there would seem less point in changing the extent or nature of present provision. Despite the recent government enquiries and the arguments for a lifelong education service there is a clear need for empirical evidence to demonstrate whether there is in practice a real potential for adult education development.

CHAPTER TWO

ADULT EDUCATION POTENTIAL

Adult Education Potential - Outlines of an approach.

In any attempt to consider the potential for adult education development, it is likely to be necessary to look further than current practice. In a way it seems logical to begin by examining what exists, but any study which concentrates on looking at the manifestation of adult education in classes and study groups is liable to end up merely by suggesting improvements to the present system, rather than considering its overall relevance and potential role. To a certain extent, both the Alexander and Russell Committees have been limited in this way.

An alternative approach is suggested by Snow in his book on Community Adult Education.[1] He begins by a consideration of an ideal, hypothetical institution which would be capable of fulfilling the purpose we seek to accomplish. This becomes the standard by which we evaluate. In this manner we measure not what an institution accomplishes through its performance but rather the characteristics of the institution and the ways in which it operates, comparing these factors with an ideal. If these organisational goals are well fulfilled, Snow argues it is reasonable to assume that desired

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1 SNOW RH, Community Adult Education, G.P. Putnams Sons, New York 1955 p.34

educational goals will be achieved.

The primary advantage of evaluating adult education programmes in this way is that we do not have to attempt the impossible task of measuring educational benefits directly. Although it is conceivable that we could obtain an accurate assessment of what a person has learnt from a particular educational exercise, this would be of very limited value in arriving at the overall benefits. There are problems of deciding whether we should only concern ourselves with what has been learnt and can or will be applied; of the time span over which our observations should continue; of the difficulty of saying with certainty that any change has come about because of a specific activity; of the secondary benefits that may occur because those who participate will interact with others and of the importance of non-educational effects which will inevitably be present in any such exercise. An accurate assessment would thus involve the detailed observation of the behaviour of an individual and his associates over their lifetimes, and even then, in the absence of a control group, it could not be said that the same effects would not have occurred under different circumstances.

The alternative approach largely overcomes these difficulties, although in turn creating problems of its own. In requiring the identification of certain desirable programme or institutional characteristics, for example, the method recognises both the value judgments present

in any adult education organisation and the impossibility of universal agreement as to what is and is not acceptable.

It is clearly tempting to assume that these value judgments can be eliminated and to seek an underlying universal philosophy but, as Peers points out, "before long we become aware that the 'ones' of the philosophers diverge from each other no less than the philosophers themselves. We encounter not one absolute unity but a diversifying plurality of absolute unities between which we must make a choice."[1]

The reasons for this are not difficult to discern. Adult Education, if it is to be successful, will result in the bringing about of changes in those who participate, not all of which will be universally acceptable as being desirable. There will be disputes as to what the word 'adult' denotes, and of the legitimate ways in which change may be accomplished; of the difference between teaching and indoctrination; of methods and media - indeed of an almost innumerable list of factors that derive from the generality of the educational process and the close relationship between education and life.

The resultant plurality of philosophies is nowhere more noticeable than at conferences where delegates from

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1 PEERS R, Adult Education Practice, Macmillan and Company, London 1934 p.33

different countries are brought together to discuss aspects of the adult education field. While there are few problems in discussions relating to what may be termed remedial adult education (i.e. schooling or the acquisition of basic skills delayed until adult years) there is often confusion when other aspects of the subject are discussed. Delegates from developing countries, for example, will often see adult education in terms of its contribution to economic growth, and social and political change while those from more developed countries may regard it principally as a means of encouraging the more profitable use of leisure.

From his experience of adult education in a number of developing countries, Townsend Coles writes

> Whilst many in positions of leadership would concede that adult education is important, there was widespread misunderstanding of what the term implied and this so often meant that even the limited resources that could be called upon were not being used to the best effect. To many, adult education meant adult literacy classes; to others nurtured in the British Tradition, it implied a form of liberal university extension teaching. Seldom was it appreciated that adult education embraces both these and much more.[1]

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1 COLES ET, Adult Education in Developing Countries, Pergamon Press, London 1969 p.xi

Indeed as Peers reminds us "philosophies of education can be neither rostrums nor cure-alls; they can be at best articulations of beliefs, of aspirations and of experiment. First and foremost, philosophies of education express a belief on which the believer is ready to bet if not his own future, other people's futures".[1]

At the outset of any adult education enquiry or programme, therefore, it will be necessary to be clear as to the assumptions which are being made - assumptions that will be derived, at least in part from the wider society.

In Britain it would generally be accepted that education is most valuable when it goes further than presenting knowledge, and encourages an adult to understand the world about him. In a democratic society, we may assume that an adult should be able to influence this world and that it is one of the functions of education to help him do so. Along these lines, the Alexander Committee thus saw adult education as "helping the individual to understand the process of change - its causes, characteristics and consequences". As a result "individuals and groups will be more able to take part in decisions about how the pace and character of change should be influenced so as to strike a balance between costs and benefits most acceptable to those affected".[2]

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1 PEERS R, (1934) op.cit., p.33
2 Alecander Report, op.cit., p.23

Within Britain a precise and accepted definition, however, is difficult to come by. A.J. Peters in his book on British Further Education[1] distinguished six different interpretations of the phrase as in current use, ranging from all education for persons aged eighteen or over to the more restrictive non-vocational education of the more cultural kinds provided by responsible bodies. The Alexander Committee in turn has extended the term to cover all those over school leaving age (16), while the issue is further complicated by distinctions in common usage between further (local authority) and adult (WEA/University Extra-mural) provision.

A definition which incorporates these factors must necessarily be a wide one. One such states:

> Adult education is a process whereby persons who no longer attend school on a regular basis, undertake activities with the conscious intention of bringing about changes in information, knowledge, understanding skills, appreciation and attitudes, or for the purpose of identifying or solving personal or community problems.[2]

With assumptions and definitions as broad as these, it is perhaps not surprising that there is little, if

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1 PETERS AJ, British Further Education, Pergamon Press, London 1966 pp.192-3

2 HUTCHINSON EM, Parameters for Social Science Research in Adult Education, Scutrea, University of Nottingham 1971

any, of current practice that does not warrant the title "adult education". While throughout the country, a small number of primarily social gatherings may meet under the auspices of adult education activities, the majority of adult education groups clearly have learning as their main objective. However if we compare existing adult education programmes and organisations with these ideals, then the result is to reveal parts of the field that are almost entirely unexplored. It is in this area that the reasons for non-participation may well be found.

The Limitations of Current Practice.

While the vocational/non-vocational division has already been noted, an examination of existing programmes, even outwith the specifically vocational field, reveals a particularly narrow interpretation of the function of adult education that shapes and controls what is presently provided. Even if we take into account the element of social commitment which runs through British adult education history, as Jackson notes, the dominant feature of adult education provision since the days of the 1919 report is undoubtedly an emphasis on the development of personal skills for recreational and social purposes.[1]

The recent studies by the Alexander Committee have confirmed this view. In their examination of adult education practice throughout Scotland the

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1 JACKSON K, Adult Education and Community Development, Studies in Adult Education vol. 2 No.2 1971

Committee noted the narrowness and uniformity of provision that belied the differences in the Scottish communities, from area to area.

As Snow points out, however,

> No two communities are identical in their requirements for adult education service or in any other respect. Therefore it is possible to suggest only in very general terms the kinds of activity which may be appropriate for a given situation. Large and small, rural and urban, industrial and residential, wealthy and impoverished, the diversity of our American communities is seemingly limitless. Each one is unique, each has problems peculiar to itself alone, which can be solved through the ingenuity and resourcefulness of its own people.[1]

Such a viewpoint is by no means new in the literature. In 1926, E.C. Lindeman wrote:

> The approach to adult education will be via the route of situations, not subjects. Our academic system has grown in reverse order; subjects and teachers constitute the starting point, students are secondary. In conventional education, the student is required to adjust himself to an established curriculum; in adult education, the curriculum is built around students' needs and interests. Every adult person finds himself in specific situations with

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1 SNOW RH, op.cit., p.7

> respect to his work, his recreation, his family life, his community life et cetera - situations which call for adjustments. Adult education begins at this point. Subject matter is brought into the situation, is put to work when needed.[1]

There is little evidence in Britain to date, however, that these factors are widely considered in the drawing up of adult education programmes. The provision of one/two/three term classes in PE, crafts and needlework dominate the present picture (Table 1) and the activities examined by the Adult Education Committee in areas as diverse as Argyll, St. Andrews and Fife seem in no way to take account of the differences between each.

Table 1 Information relating to certain popular adult education courses 1972/3

	Actual enrolment	Percentage Total enrolment
Physical Training	57,798	30.5
Needlecraft	44,443	23.5
Handicrafts and Hobbies	40,006	21.1
Modern Languages and culture	11,222	5.9
Visual Arts	7,910	4.2
Music	4,570	2.4

Source - Adult Education: The Challenge of Change HMSO Edinburgh 1975, Appendix IV, p.106

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1 LINDEMAN EC, The Meaning of Adult Education, New Republic, New York 1926 pp.8-9

While the Alexander and Russell reports have illustrated the general validity of this statement, however,[1] there have naturally been a number of notable exceptions. The Educational Priority Areas in particular have demonstrated the possibilities of greater adult education involvement deriving from a firm community base and the work of Lovett and others in Liverpool is well known and documented.[2]

Scotland, too, has not been without its successes in this area. In the Dundee experiment, for example, a reading programme was set up on behalf of those women who had a low level of ability but developed a broader educational base as others joined and expressed a desire to go beyond this level. The group went on to study the intricacies of filling in social security forms, discussed the various implications of pamphlets on drugs and metrication and spontaneously requested information on reading material to help their children, until a programme had developed that had clearly derived from the area in which the project took place.

Yet in the light of the Alexander report, such instances are by no means representative of the bulk of current practice. They are also often the result of a considerable injection of funds into a particular

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1 EPA: A Scottish Study, Educational Priority Vol. 5, HMSO, Edinburgh 1974

2 LOVETT T, An experiment in adult education in the EPA in Midwinter E (ed) Projections, Ward Lock Educational, London 1972 pp. 70-78

area and for the principle to be generally applied elsewhere, especially at the present time, it must be shown that the same degree of success would be possible with the utilisation of little or no additional resources. The recognition of the importance of community considerations is of limited use unless this recognition can be translated into the production of more relevant and comprehensive adult education programmes.

The Community and Adult Education

At a local level, indeed, more experimentation in this field has come from community development or youth and community workers than those directly involved in adult education. J. Yarwood, for example, writes of a typical neighbourhood centre, in Crewe, whose purpose is to interpret and meet the social and leisure time needs of a predominantly working class community, and which as such, includes an educational element in its programme. The basis of the centre's philosophy is informality, there being no set courses, registers fees or teachers. Groups continue to meet as long as interest is maintained, with no starting or finishing date and new members are welcomed in at any time. Courses depend on local interests and there is no necessity for certain enrolment numbers to be achieved or maintained.[1]

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1 YARWOOD J, Informal Community Education, Adult Education Vol.46 No. 5 1974 pp.319-324

The British National Community Development Project over the period 1969-74 has produced a number of similar examples,[1] while in Scotland, the Youth and Community Service has gradually begun to move into the area of informal adult education by providing the opportunity for groups to meet around activities such as Dressmaking or Craft work, which have traditionally been incorporated in formal evening class programmes.

Examples of similar practices have proliferated over the last few years, as community developers have come to appreciate the value of adult education in their work. In the past, it is true, theirpredominant concern has been with activities more allied to the field of social work, though it has gradually become apparent that community development ranges wider than a traditional concern with problems and that there is a danger that the community developer may become so involved in this area that he is more concerned with righting wrongs than with encouraging individuals to participate in their changing community.

Indeed Batten[2] suggests that there are basically two main kinds of development agency - the one which tries to introduce specific changes and is mainly interested in material development, and the other which is

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1 COMMUNITY DEVELOPMENT WORKING GROUP, The British National Community Development Project 1969-74, Community Development Journal Vol. 9 No. 3 1974 pp.162-187

2 BATTEN TR, Communities and their Development, OUP, London 1957 p.26

primarily interested in people. On the whole, the first wants to get things done; the other to develop the people's own abilities for leadership, wise judgement and cooperative action. For agencies of this second kind, the material result is less important than the way it is achieved.

In general, the emphasis in community development is moving towards this latter approach. Verner[1], for example, supports the view that the important factor is not the construction of a community centre but whether the individuals who build the centre become more intelligent and more active in community activities, whilst Biddle and Biddle[2] point out that development in people is brought about not so much by what is done for them but by the decisions and actions they make for themselves.

Along these lines the Skeffington report, too, commented

> People should be able to say what kind of community they want and how it should develop; and should be able to do so in a way that is positive and first hand. It matters to us that we should know we can influence the shape of our community so that towns and

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1 VERNER C, The Community Development Process - Lecture delivered at the Community Leadership Workshop, University of Wisconsin, Madison, Wisconsin 1959 in Shields JJ (ed), Education in Community Development, Praeger, New York 1967 pp.58-59

2 BIDDLE WW and BIDDLE L, The Community Development Process, Holt, Rinehart and Winston, New York 1965 p.3

> villages in which we live, work, learn and relax, may reflect our best aspirations. This becomes all the more vital where the demands of a complex society occasion massive changes ... The pace, intensity and scale of change will inevitably bring bewilderment and frustration if people affected think it is to be imposed without respect for their views ... Not everyone's wishes can be met .. but .. the fact that some people may ultimately be hurt only strengthens the need for them to know of proposals early, to understand them and to be involved in shaping them. 1

The community development process has thus come to be recognised as educational, but in a far wider sense than that which makes formal classes its prototype. As such, there may be problems when community developers take on an overtly educational role. Indeed -

> They may quickly find ascribed to them intentions and supposedly typical behaviours that, because they are incorrect, tend to hamper their work. The expectation that they wish to assume a schoolmaster's role, for example, can arouse resistance among adults and make the participant inhabitant process most unlikely to begin.2

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1 Report of the Skeffington Committee on Public Participation in Planning - People and Planning, HMSO, London 1969 p.33

2 BIDDLE WW and BIDDLE L (1965), op.cit., p.247

Biddle and Biddle continue:

> It is highly important as far as the citizen's attitude towards the community developer is concerned, that the acceptance of ideas or information be on the basis of the material's making sense to the citizen, not on the basis of the teacher's authority.

Relatively new as this role may be, however, its importance to the development of adult education, particularly in Scotland, is readily apparent. Since the reorganisation of local government and the publication of the Alexander Report, many local authorities have begun to amalgamate adult education and the youth and community service - despite the fact that in the past their fields of operation have remained clearly distinct. The full effects of such a merger have yet to be seen, but in view of the greater number of staff already employed in the youth and community service, it seems likely that the more formal approach of the adult educator will be more widely questioned in the near future.

Adult Education and the Community

While there has been a tendency for community developers to take an added interest in the field of education, at the same time there has been a reluctance of adult educators in Britain to move towards the ideas of the community developer. As the Alexander Report has demonstrated, virtually no attention has been paid to date in Scotland to the particular needs of individual communities - and indeed, in Britain as a

whole, the interest that has been shown has tended to stem from a consideration of the way in which community networks can be used to reach people rather than a view of the community as a starting point for educational activities.

Perhaps the most detailed consideration of the importance of the community in this second sense is that developed by Tom Lovett. Within the context of the Liverpool Educational Priority Area project, Lovett describes a number of roles for the adult educator - the 'network agent' who makes contact with informal groups, becomes aware of the problems, needs and interests of the area and identifies those that are either explicitly educational or alternatively would benefit from some form of adult education; the 'resources agent' who links together a variety of organisations in areas of common concern the educational guide, who supplies information and offers advice in group learning situations and the 'teacher' who imparts his knowledge and skill to other members of the community.[1]

In general, however, only the last of these four roles enjoys widespread recognition. The adult educator has tended to fight shy of community involvement, wary perhaps of the possibility of becoming involved in the promotion of political ideals.

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1 LOVETT T, Adult Education: A Network Approach Scottish Journal of Youth and Community Work Vol. 1 No. 2. 1975 pp.22-35

Indeed, the very interest that community development workers have taken in education, coupled frequently with a more activist role than the encouragement of people to find their own solutions to problems, may be an important factor in this limited community involvement. As R.W Patterson has pointed out, for example, there may be a number of different interpretations of what constitutes a desirable social change.

> Those who believe in social change as an educational aim implicitly presuppose that there is an agreed body of knowledge among educators as to which social changes are desirable. Those who believe that adult education should promote specific social changes (for example changes in welfare arrangements or housing policy) implicitly presuppose that these changes are so manifestly desirable that everyone engaged in adult education will wholeheartedly assent to them.[1]

To accept social change as an educational aim, Patterson argues, would either turn the field of adult education into a political arena,in which social, economic and political questions are more important than educational issues, or it would become a politically closed shop producing "a sinister uniformity of social attitudes and opinions".[2] Adult education,

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1 PATTERSON RW, Social change as an educational aim, Adult Education Vol. 46 No. 4 pp.353-4

2 Ibid., p.354

he continues, must work within existing society and must accept its social and educational priorities.[1]

The desire for neutrality implied by these views however, stems from a value free definition of adult education that may be thought desirable but can only be achieved if vurtually all meaning is removed from the concept. Indeed,

> This result inevitably follows if educators try to avoid all responsibility for making judgements on what is learned and upon what ought to be learned, for we cannot ignore that in most of its uses, education is a value-laden concept. No education can claim to be concerned with all learning in all types of situation, except by ignoring the existence of educational theory. 2

There is thus clearly a conflict between the neutral role which adult educators may wish to play and the inevitable political involvement with which they are faced. Like all behavioural scientists, adult educators are placed in a position where thay might rather not make value judgements but find it difficult not to do so. Recognising this dilemma, however, Dennis Wrong suggests what is required is a more sensitive awareness of the inevitable interaction between factual knowledge

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1 Ibid., p.358
2 LAWSON KH, Philosophical Concepts and Values in Adult Education, NIAE, University of Nottingham 1975 p.29

values. He continues

> The social scientist too often clings to an early and narrow logical positivist view of the fact value dualism and ignores more recent trends in philosophy which, while not denying the basic distinctions nevertheless recognize a rational dimension in moral and political discourse.[1]

It is a dilemma which some adult educators resolve more easily than others. Ashcroft and Jackson in an article on 'Adult Education and Social Action' argue that working class adult education must be directly related to social action, action which aims to tackle the problems that arise from social conditions. Furthermore

> values of this kind seem far more helpful in establishing satisfactory relations between teachers or educational organisers and students than any of those associated with social or community work. The uncertain ethics of the helping profession can be replaced by something far firmer and more dignified for all concerned.[2]

In general, however, there has been a reluctance for adult educators to become more involved than needs be in any form of value judgment situation, despite the

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1 WRONG D, Political Bias and the Social Sciences, Columbia University Forum Vol. II No. 4 1954 pp. 29-31

2 ASHCROFT B and JACKSON K, Adult Education and Social Action in Jones D and May M, Community Work One, Routledge and Kegan Paul, London 1974 pp.54-55

fact that while particular social changes may not be valid educational aims in themselves, developing the capacity of the individual to adapt to them is undoubtedly justifiable as such. As Tawney commented back in 1953

> The purpose of an adult education worthy of the name is not merely to import reliable information, important though that is. It is still more to foster the intellectual vitality to master and use it, so that knowledge becomes not a burden to be borne or a possession to be prized but a stimulus to constructive thought and an inspiration to action. [1]

Indeed no programme can be entirely neutral, since by the very act of providing an activity, the adult educator has behaved in a political way, given that resources are limited, in that certain subjects have been chosen and others excluded. The role of the adult educator is rather that of "telling the truth as he sees it," drawing acceptable conclusions from the information and evidence available and a critical questioning of whatever is attempted. [2]

There is indeed no point in the adult educator who does not perform this guiding role - a teacher is essential if education is to consist of learning and development beyond an individual's present capacity, and a part of

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1 TAWNEY RH, The Radical Tradition, Allen and Unwin 1964 p.88
2 LAWSON KH, op.cit., p.74

a teacher's skill consists of identifying what people do not know and guiding them into new areas which are worthwhile.[1] The danger no doubt remains that personal views are promoted under the education banner, but there is perhaps the even greater danger that in the search for neutrality and the provision of activities which ignore the fact that the individual does not exist in isolation, the resultant output holds neither great interest for the potential recipient nor great value. The limited response to many current adult education programmes may well be an illustration of this problem.

The question of potential political involvement, however, and the reluctance to become involved in community activities which may derive therefrom, is probably a minor one when compared with the limited resources set aside for adult education provision. Certainly, what is presently available does not encourage the taking of steps into the community or the opening up of new ways to involve adults in educational activities, since the majority of local authority programmes stem from part-time evening organisers who appear to have neither the time nor the incentive to approach the community and base a flexible programme on its needs and interests.

Adult education classes in Local Authority/WEA/ Extra-mural terms have thus come to be equated with the provision of 10/20 week courses in a variety of subjects related to assumed leisure time and cultural interests, with the attendance of 10 or 15 students being the principal

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1 Ibid., p.83

criterion for success. In the face of limited funds and support, even were the political question resolved, there would still no doubt remain a tendency to concentrate on the provision of courses of set lengths and at set times as ends in themselves.

The rate of participation in such a programme, however, is clearly unlikely to provide any guidelines as to the potential role of adult education in the community. Even if we assume that the part-time tutor-organiser has been able to bring his services to the attention of the general public, a limited response indicates no more than a lack of interest in the small number of evening classes currently provided and not in adult education as a whole. There are large numbers of adults who may never be attracted to the commitment of a one or two term evening class, but that is not to say that they would not become involved in any form of educational activity.

Despite the efforts of the recent governmental enquiries, therefore, the question still remains unanswered as to whether a comprehensive approach to adult education, which takes into account the fact that the individual does not exist in isolation but has educational needs that derive from the environment in which he lives, and which concentrates on the most appropriate method of meeting these needs, would attract a greater proportion of the adult community.

If adults are indeed apathetic towards educational activities (and there is little evidence to suggest they are not), then such a change of emphasis is unlikely to produce

results. But if an important reason for the marginal impact of present provision stems not from a lack of interest on the part of the general public but from the providers' limited and restrictive interpretation of what the field can offer, then there is still the possibility that adult education can play a more important role than heretofore.

In the light of the differing needs of individuals and communities, to begin to answer this question it will thus be necessary to look at one type of community in depth, considering its particular characteristics and attempting to derive an adult education programme that is appropriate to the needs of its inhabitants. If we then compare this programme with what is currently offered by adult education agencies, the strengths and weaknesses of the present system may be highlighted, and guidelines for future development obtained.

CHAPTER THREE

THE NEW TOWNS

If we recognise that adults do not exist in isolation and that the community in which they live will give rise to problems and needs of its own, then it will be necessary to consider these influences in some detail before it is possible to draw up a relevant adult education programme.

The first definite proposal for community study in adult education appears to have been that made by Gordon Blackwell to members of the Association of University Evening Colleges in 1953.[1] Blackwell noted that there were both community needs and community pressures which were important to the adult educator in his work and identified in particular seven interrelated dimensions of the community which should be examined within the context of social change, namely (1) Population base (2) Institutional structure (Organized social relationships) (3) Value systems (4) Social stratification (5) Informal social relationships (6) Power structure and (7) Ecology.

Since that time, other commentators have supported this view,[2] though inevitably differing in the degree of emphasis given to the various aspects of the community

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1 BLACKWELL G, The needs of the community as a determinant of evening college programmes in St. Louis Association of University Evening Class Colleges Proceedings 1953 St. Louis 1953 pp.27-34

2 McMAHON E, The needs of people and the needs of their communities in Rauch DB, Priorities in Adult Education, Macmillan New York 1972 p.28

as they might influence adult education programmes. In 1956, for example, Wayland, Brunner and Hallenbeck noted that the adult educator should be aware of (a) the values, mores, traditions of the community and important groups within it and especially significant deviations from the norms of the Great Society and (b) the composition of the population of the community, its economic base, the pattern of social organisations, the status and power structure. They went on to suggest that data about the community could be organised in three main categories (1) the geographical distribution of people and facilities (2) the social structure and (3) the institutional structure.

The common factor in these studies, however, is a recognition and awareness of the importance of community considerations to those who work in the adult education field. Before considering the extent and nature of provision, it is argued, it will be necessary to examine in some detail the context in which programmes are to be offered. What is relevant for the industrial urban area may not be so for the large housing estate or the rural backwater, for while individuals may have much in common, they do not exist in a vacuum, and the community and society in which they live will create pressures and needs of its own, with which an adult

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WAYLAND SR, BRUNNER E and HALLENBECK WC, Aids to Community Analysis for the School Administrator, Teachers Bureau of Publications, New York 1956 p.3 et seq.

education programme must necessarily be concerned.

The choice of the new towns for this study was not an arbitrary one, for apart from their distinctive characteristics, the absence of long established patterns of adult education in the area present a real opportunity for experimentation and innovation.

The new towns, too, are relatively well documented in the literature of sociology and urban development, deriving as they do from the period after the second world war when their development coincided with a general growth in techniques and interest in the social sciences. Articles on the new town idea and its translation into practice began to appear almost immediately after the passing of the New Towns Act in 1946 and a steady stream of books and essays have been written on a variety of connected topics since that time. These have included both general overviews of the subject such as Schaffer - The New Town Story (1970)[1] and more detailed considerations of particular issues - for example, Orlans - Stevenage: A Sociological study of a new town (1952)[2] and Wirz[3] - Social aspects of planning in new towns (1975).

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1 SCHAFFER F, The New Town Story, MacGibbon and Kee, London 1970

2 ORLANS H, Stevenage; a sociological study of a new town, Routledge and Kegan Paul, London 1952

3 WIRZ H, Social aspects of planning in new towns, Saxon House, London 1975

It is not difficult, therefore, to build up a general picture of new town development and life. While there are naturally differences from town to town, a number of similarities nevertheless exist that are of vital importance to the adult educator in the planning of his work. Before examining the development of adult education in the new towns in detail, therefore, the most important of these considerations are outlined below.

The New Town Movement

In considering the features of the British new towns that are relevant to the adult educator the relatively limited histories which each enjoys are perhaps the most distinctive and obvious characteristics. Despite the fact that the idea of building a complete new town has been expressed many times before - indeed Schaffer traces it back as far as the works of Aristotle and Plato - the new town movement is essentially a post-war phenomenon.

Although the rapid urbanization and industralization of the nineteenth century, in particular, had led a number of reformers to think in terms of establishing new settlements - Owen at New Lanark, Lever at Port Sunlight and Cadbury at Bournville - it was not until the turn of the century that the true predecessors of the new towns were created.

The 'garden cities' as they came to be known, deriving from the work of Ebenezer Howard,[1] proved to be

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1 HOWARD E, Garden Cities of Tomorrow, Faber and Faber, London 1946: Reprint of Tomorrow: Towards a Peaceful Path of Real Reform, Faber and Faber, London 1898

of considerable interest to a number of governmental committees between the wars, illustrating as they did the way in which urban idealism could be translated into practice. In 1920 the Chamberlain Committee on Unhealthy Areas[1] took evidence from the Garden City and Town Planning Association and in 1935 the Marley Committee[2] was appointed to consider whether the government should extend the form of provision which Letchworth and Welwyn had made famous. In its conclusions it recommended the fullest adoption of the garden city idea, contrasting the lack of social life and community spirit in the post first-world war housing areas with that found in the garden city areas.

The Barlow Committee,[3] set up to consider the distribution of the industrial population, was similarly aware of the social problems of people living on the edge of large towns. It noted that 300,000 houses in England and Wales and 230,000 in Scotland were still required to remedy slums and overcrowding - figures which excluded population growth and arises in the standard of living - and that the inter-war housing estates were an inadequate solution to this problem.

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1 Report of the Unhealthy Areas Committee (The Chamberlain Report) HMSO, London 1920
2 Report of the Departmental Committee on Garden Cities (The Marley Report) HMSO, London 1935
3 Report of the Royal Commission on the Distribution of Industrial Population (The Barlow Report) HMSO London 1940

Of the inhabitants of these areas, the report commented

> They may move miles away from their old home to a large housing estate with little or no community life, and, if the estate is composed of houses for one class only of the population, so constituted that the development of a full and healthy community is next to impossible. [1]

The conclusions of the Barlow Committee - namely that a large number of new towns should be built and small towns extended - could not be implemented, however, due to the outbreak of the second world war and it was not until 1945 that these ideas could be seriously considered again.

By this time the effects of the war had made the housing problem even more pressing, and a number of individual area studies, including the City of London Plan[2] and in Scotland the Clyde Valley Regional Plan[3] had supported the view that new towns were not only desirable but necessary to help meet Britain's housing needs.

When the New Town Committee (the Reith Committee)[4] was set up in 1945, therefore, the pressures for new towns were already considerable. Like many of its predecessors, its prime concern was a physical one - to provide a means of combatting the problems of health

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1 Ibid., p.69
2 ABERCROMBIE P, The Greater London Plan, HMSO, London 1944
3 ABERCROMBIE P and MATTHEW R, The Clyde Valley Regional Plan, HMSO, London 1944
4 Interim Report, Second Interim Report, Final Report of the New Towns Committee, HMSO, London 1946

and overcrowding deriving from haphazard urban expansion - but in one sense it went further. The Reith Committee had been given a broader brief than the creation of the machinery for a new building programme. Its terms of reference were

> to consider the general questions of the establishment, development, organisation and administration that will arise in the promotion of New Towns, in furtherance of a policy of planned decentralisation and in accordance therewith to suggest guiding principles on which such towns should be established as self-contained and balanced communities for work and living.[1]

The Reith report was thus to incorporate a philosophy, albeit ill-defined, of developing 'self contained and balanced communities'. In its own terms it considered it had to

> conduct an essay in civilization, by seizing an opportunity to design, evolve and carry into execution for the benefit of coming generations the means for a happy and gracious way of life.[2]

Furthermore, the existing garden cities were not taken as models for such a development. Despite having the benefit of members who had been closely connected

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1 Interim Report of the New Towns Committee, op.cit., Terms of Reference p.3

2 Ibid., p.4

with Letchworth and Welwyn, the Reith Committee examined each issue in detail

> nothing that these members advised was accepted on their evidence alone. Every element of policy and practice, of methods and standards was studied "ab initio" and examined in the light of the views of the bodies and persons concerned with the relevant aspect of urban affairs, from religion to finance, from family life to art, from drainage to landscaping, from work to leisure, from pubs to universities - in short from A - Z 1

It was perhaps inevitable in such a detailed examination that the field of further education should come in for comment. Although a detailed examination of the case for adult education development in the new towns was not to be expected in the light of the function of the report, the Reith Committee nevertheless noted the "necessity to provide facilities for vocational and other education for young people and adults", and suggested that in the larger towns "a combined college for further education and county college" might be appropriate.

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1 OSBORN F and WHITTICK A, The New Towns, Leonard Hill Books, London 1963 p.86

Section 1X of the report (Paragraphs 185-226) too, examined questions of social life and recreation in some depth and stressed the importance next to the family, of the local or geographical community, commenting

> In great cities and towns the sense of community membership is weak and this is one of the most serious of modern urban ills. In a true community everybody feels directly or through some group that he has a place and a part, belonging and counting. He cannot put down roots in nor become conscioud of responsibility for a place that does not give him that feeling. 2

Although not closely linked together, the importance of education and a sense of community were thus recognised from the outset of the new town movement.

The Scottish New Towns

Independent of the Reith Report the necessity of a new town policy in Scotland had been highlighted by the Clyde Valley Regional Plan which had found that it would be impossible to rebuild the congested slums of Glasgow in a socially acceptable way and that it would be similarly inadvisable to expand in the periphery.

It followed that overspill to existing towns or new towns in the city regions would be necessary and in 1947 EAST KILBRIDE was designated with this in mind.

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1 Final Report of the New Towns Committee, op.cit., p.38

2 Ibid., p.42

It was hoped that such a development would help residential densities in the inner urban areas and at the same time facilitate the containment of the city within a green belt.

The 1951 census had revealed that 43% of the Glasgow population were living at more than 1.5 persons per room as compared with 9% in London. Forty three per cent of householders in the Glasgow area were without a bathroom and 29% had no internal WC. In the circumstances, there appeared to be little alternative to the new town solution.

The designation of GLENROTHES in 1948, however, was not the result of these considerations. Independent of the question of Glasgow overspill, the town was intended to accommodate an anticipated mining force movement from Lanarkshire to the East Fife Coalfields.

The problem of housing the expected population increase had been discussed in the Report of the Scottish Coalfields Committee[1] (1944) and taken up by the Mears report[2] one year later. Once again, independently of the Reith Committee, the Mears study expressed the belief that new collieries could best be served by completely new planned towns, incorporating a balance between miners and other workers to prevent the

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1 Report of the Scottish Coalfields Committee, HMSO, Edinburgh 1944

2 MEARS FC, Interim Report on population trends in industrial development and housing needs - Edinburgh Central and South East Scotland Regional Planning Committee, Edinburgh 1945

insularity of existing mining communities. A ratio of one miner for every eight of the total population was postulated, and on this basis a new town of 30,000 was recommended for the Leslie Markinch area to complement the existing towns of Kirkcaldy and Buckhaven. In the report of the Department of Health for Scotland in 1946, it was recorded that Glenrothes was to be created for a new mining population as a balanced community which would be a complete breakaway from the outmoded concept of the mining village.

Sixteen years later, the importance of this idea of balance was dramatically underlined when the Rothes colliery was closed and the town lost at the same time its largest employer and its original reason for being. If the only function of the new community had been to house miners, the closure would have had disastrous effects - but as it was the growing electronics industry, and a number of the major firms in the area enabled the growth of the town to continue. Indeed in 1964 the target population was raised to 55,000 and since then it has been increased further so that now, allowing for natural growth, it is expected to reach 95,000.

Despite their later achievements, however, the first new towns were not an immediate success. The early new town planners were pioneers in a difficult enterprise which involved the cooperation of the Development corporation and the local authorities, district councils and other statutory undertakers, not all of whom welcomed the siting of a new town in their

areas. Indeed more often than not the choice of a particular area for new town development was met with considerable opposition from the local authority and other bodies in the region, due mainly to the fact that the considerable financial expenditure necessary to provide statutory services could not be met for some time by corresponding returns from the rates.

Complaints of a lack of cooperation were widespread, and the Glenrothes Development Corporation who seemed to have suffered more than most in this respect commented acidly in its fourth report

> Mention has already been made of the attitude adopted by the Kirkcaldy District Council in connection with the provision of recreational facilities considered to be within its scope. The Corporation feels that as the population and the rateable value of the town increase, it will become more apparent to the District Council that it has a duty to perform in the matter of providing suitable recreation for all age groups. [1]

The problem of developing social facilities in step with the construction of houses was a common one and gave rise to many of the criticisms levelled at new towns in their early days. Reports of new town blues appeared in the press and articles were written on prairie planning and similar themes that did little to

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1 GLENROTHES DEVELOPMENT CORPORATION, Fourth annual report, in Reports of the East Kilbride and Glenrothes Development Corporations HMSO Edinburgh 1952 p.52

further the cause of the movement.

More importantly, however, from a governmental point of view was the fact that the initial financial outlays did not seem to be balanced by the returns. Baroness Sharp, who was in the Ministry of Housing at the time, found that she had to "fight for the life of an apparently puny and much too demanding a child",[1] but the struggle was apparently of no avail and in 1952 the new towns programme was halted.

Despite the disadvantages of the policy, however, the continued pressure of housing needs, particularly in the Glasgow area, led to the reintroduction of the idea in 1955 with the designation of CUMBERNAULD, desparately needed to combat some of the city's worst slums. Its principal objective was seen as that of making amajor contribution towards the movement of population arising from Glasgow's overspill operation, and as such of the planned population of 70,000, at least four fifths were intended to come from the conurbation.

In a number of ways, however, the second phase of new town building differed considerably from the earlier versions. In an introductory pamplet to the town the Development Corporation noted

> Cumbernauld has been designed for the motor age and has already become an international

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1 SHARP E, The Ministry of Housing and Local Government, Allen and Unwin, London 1969 p.166

> landmark in planning history, because of the adoption of the principles of compact planning, associated with the absence of neighbourhood units, and a forward looking traffic pattern.

Thus, instead of a cluster of island communities, each with its own shopping and social centre, as in the original concept, the Cumbernauld Master plan recommended a single large grouping with an overall community of interest converging on the centre, where the main social facilities would also be located.

The neighbourhood units of the first new towns, planned to overcome anonymity and as an aid to promoting the welfare of newcomers had not appeared to have had this effect, and by the mid 1950s planners had become less convinced as to the usefulness of the concept. In Cumbernauld the predetermination of communities was thus avoided by the adoption of a system which provided a framework around which the community could grow and develop.

Such an alteration in attitude was no doubt prompted by the problems of the earlier new towns and the growing awareness that it was becoming more and more difficult to predict the future needs of an area with any degree of accuracy.

In the early new towns, for example, the concept of community was based on a number of arbitrary divisions which determined for all time such factors as the size of these communities, their population, their public

and commercial buildings, and in turn therefore defined the way in which the community functioned.[1]

By the time Cumbernauld was designated, however, the nation's rapidly changing social habits had made it clear that buildings, and indeed the town itself would have to be planned flexibly. The Reith Committee had commented with total conviction that a large number of cyclists would have to be expected in the new town shopping areas, but in the ten years since the publication of the report, it had become apparent that the motor car would be the major influence on planning in the immediate future.[2] Seven years later, when Livingston was designated, although it was recognised that the use of the motor vehicle was a very important design factor, it was decided to leave wide strips along the side of each road for mono-rails or other forms of future transport.

The Government's ambivalent attitude towards the new towns was again made apparent when it was announced in the House of Commons in 1957 that there were to be no more such developments. The future redeployment of population and industry would rely on the Town Development Act of 1952 and various overspill schemes.

It was a policy, however, that was once again short-lived. By 1961 the existing new towns were beginning to show that they could be profitable, and

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1 TAYLOR GB, Leisure in New Towns in Town and Country Planning Vol. 35 1967 pp.5-10

2 Reith Report, op.cit., p.36

the Conservative government of the time announced schemes for Skelmersdale and Runcorn, Dawley, Redditch and Washington.

One year later, in Scotland, LIVINGSTON was designated - the first of the Scottish new towns to be developed after a comprehensive regional survey. As such, 'self containment' was not visualised, and the Master Plan took into account that while Livingston was to grow to 100,000 by the end of the century, it was to be the centre of a region of 250,000 which would include the towns of Fauldhouse, Whitburn, Armadale, Bathgate, Broxburn and the Calders.[1]

The Plan noted that the character and layout of the town should reflect

> the possibility not merely of helping to solve Glasgow's housing problem but also of using overspill constructively to create a new focus of industrial activity in the central belt of Scotland, linking the West with the centres of expansion in the Forth basin and at the same time revitalising with modern industries an area hitherto overdependent on coal and shale. [2]

By this time, too, the neighbourhood concept was back in favour, Cumbernauld having shown no significant social advantages over its predecessor. Hence it was intended for the main road network to divide the town

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1 LIVINGSTON DEVELOPMENT CORPORATION, Livingston Master Plan, Livingston Development Corporation, Edinburgh 1963

2 Ibid., p.24

into a series of residential districts, each incorporating between eight and ten thousand people, though not entirely self-contained. Facilities such as schools, shops and recreational amenities were to be located within the districts but their catchment areas were not seen as being either coincident or entirely contained within the district.

This general change of emphasis towards economic considerations and away from the primary need of providing the housing necessary for slum clearance, initiated by the Livingston regional survey, was underlined with the announcement of a proposal to initiate a new town at IRVINE, North Ayrshire in 1963, without any commitment to Glasgow overspill.

For the first time, the new town had achieved a status in its own right as the most effective instrument to attract the redeployment of population and industry. Irvine was seen as the centrepiece of a corridor of development linking the Glasgow conurbation with North Ayrshire, and in 1966 the site was designated, with a target population of 55,000 being superimposed on the existing 30,000 population in Irvine and Kilwinning. The fifth and latest Scottish new town had come into being.

Table 2 The Scottish New Towns

	Area	Planned Population	Date of Designation
East Kilbride	Lanarkshire	70,000	1947
Glenrothes	Fife	55,000	1948
Cumbernauld	Dunbartonshire	70,000	1955
Livingston	Midlothian/West Lothian	70,000	1962
Irvine	Ayrshire	85,000	1966

Source - Forster W, New Towns and Adult Education in Studies in Adult Education Vol. 1 No. 2 1969 p.139

New Town Characteristics

The new towns in Scotland have thus gone through a number of stages of development. The reasons for their existence have changed in the thirty years or so since the designation of East Kilbride, where the primary concern was the solving of the physical problems of Glasgow's redevelopment, to the point where they have now become an integral part of regional economic policy.

Yet despite their differences, the Scottish new towns remain apart, barely a quarter of a century old and having to cope with the common problem of creating from the void, a healthy and balanced community.

In the early days of new town development, this problem was felt to be largely concerned with the question of social class. In its sections on social structure, the Reith report took care to point out the necessity for building different types of houses to avoid the formation of a 'one class' town. Discussing class

differences, it commented

> We realise ... that there are some who would have us ignore their existance. But the problem remains and must be faced; if the community is to be truly balanced, as long as social classes exist, all must be represented in it. A contribution is needed from every type and class of person; the community will be the poorer if all are not there able and willing to make it. [1]

The adoption of this idea by the early development corporations led to further attempts to define what was meant by 'balance'. In general terms, Heraud notes, this was conceived of as meaning a reproduction of some standard or average, demographic social and industrial structure. In social class terms, a balanced community was seen as one which conformed to national patterns. [2]

Thomas [3] has analysed the extent to which this has been achieved, and concludes that while the new towns have indeed come close to this objective, unskilled manual workers in particular seem to be under-represented. This in turn may derive from the concern of many new towns to attract a 'middle class' component in their early days. A Harlow corporation memorandum, for example on the selection of industry advised

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1 Reith Report, op.cit., p.20
2 HERAUD B, Social Class and the New Towns in Urban Studies Vol. 5 1968 pp.33-58
3 THOMAS R, From Aycliffe to Cumbernauld, Political and Economic Planning Broadsheet, London 1969

> To obtain the mixed community we are aiming at, preference should be given to industries employing a high proportion of skilled workers, of technicians and administrative grades.

The desirability of such a development was rarely questioned although clearly by no means all social planners today would accept the premise. Gans, for example, in his book "People and Plans" expresses considerable doubt about the notion, believing that while heterogeneity at a town level may be desirable, homogeneity at block or neighbourhood level is likely to be more conducive to the development of a community.[1]

The problem as seen by Lord Silkin, however, went deeper than that of encouraging different classes to come to the new town. Writing in the Architects Journal in 1955, he commented;

> I am very concerned indeed not merely to get different classes ... living together in a community, but to get them actually mixing together ... Unless they do mix, and mix freely in their leisure and recreation, the whole purpose of ... a mixed community disappears. There is no value in having different status of society in different streets if they do not mix; the whole purpose is to ensure that they do mix.[2]

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1 GANS HJ, People and Plans, Basic Books, New York 1968 p.130

2 SILKIN L, Housing Layout in theory in Journal of the Royal Institute of British Architects 1955 pp. 431-2

Although the Reith Committee was aware that the skilful location of houses for all classes in different neighbourhoods was not sufficient to achieve this integration, it nevertheless believed that the provision of a suitable environment would be a key factor. While recognising the tendency towards segregation, it felt that this was "much less intractable in a town planned as a whole, in which every part received equal care in layout, architecture and amenities."[1]

This belief in the importance of the physical environment continues throughout the report and was largely adopted by the early new town development corporations. Relatively little attention was paid to the social needs of a developing community, and the problem of settling in to the new environment was not seen as being a major one. The Reith report noted

> The building of a new town itself is a common interest of a novel and compelling character. And though strangers to each other, the inhabitants will have much in common. They will quickly select associates sharing their diverse interests in religion, politics, sports and games, study, gardening and the arts and hobbies; and the creation from the void of societies and clubs for all these things is an absorbing interest in itself.

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1 Reith Report, op.cit., p.10

> Men and women coming from districts in large towns where community life is weak may indeed appreciate its meaning and value for the first time. [1]

Since the 1940s however, a considerable amount of research has been undertaken on the effects of the physical environment on people's behaviour, not all of which has supported this general view. While at the one end of the scale authors such as Rosow[2] in the United States have put their belief in the assumption that an adequate physical environment can bring about a similar improvement in the quality of human behaviour and social relationships, others such as Jacobs[3] dismiss such a simple relationship and offer evidence from the outcrop of social problems including delinquency on the larger yet planned housing estates.

Young and Wilmott, in their study of Bethnal Green, are similarly critical of such an approach. They comment

> Even when the town planners have set themselves to create communities anew, as well as houses, they have still put their faith in buildings, sometimes speaking as though all that was necessary for neighbourliness was a

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1 Ibid., p.43
2 ROSOW I, The social effects of the physical environment in Journal of the American Institute of Planners Vol. 27 1961 pp.127-133
3 JACOBS J, Death and Life of Great American Cities, Penguin, Harmondsworth 1972 p.122

> neighbourhood unit, for community spirit a community centre. If this were so, then there would be no harm in shifting people about the country, for what is lost could soon be regained by skilful architecture and design. But there is surely more to a community than that. The sense of loyalty to each other amongst the inhabitants of a place like Bethnal Green is not due to buildings. It is due far more to ties of kinship and friendship which connect the people of one household to the people of another. [1]

Indeed in practice, over the years, it has become apparent that the physical environment in the new towns at least has not been sufficient to integrate newcomers, even where neighbourhood units have been planned with this in mind.[2] Recognising the limitations, some new town development corporations have appointed their own social development officers - the first was Hemel Hempstead in 1949 - but not all have done so, and even where they have, their departments have often become the repositories for residual functions such as attending to visitors, public relations and the collecting of social statistics. [3]

In spite of the advantage of a planned environment. therefore, new towns have not been without their social

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1 YOUNG M and WILMOTT P, Family and Kinship in East London, Routledge and Kegan Paul, London 1957 p.166

2 HUME V, Neighbourhoods in Scottish New Towns, Ph.D Thesis, University of Edinburgh 1969

3 WIRZ H, op.cit., pp.188¾199

problems - not the least of which have stemmed from the very fact that they are new towns and that life therein can be very different from that in an established, traditional community.

At a superficial level, for example, a move to a new town may bring with it additional financial pressures - a change to monthly rent payments, quarterly heating and lighting bills instead of shillings in the slot; and central heating instead of small electric fires. Prices may be higher due to a limited number of shops and a lack of competition; bus services (in the opinion of the bus company) may not be economically viable at regular times until the town is well developed; shopping facilities are likely to be poor compared to the metropolis, and there will be the temptations that living in a new house will bring in terms of the desire to take on more commitments for new furniture in keeping with the new environment.

More importantly, however, the move to the new town area is almost certain to lead to the breaking of family bonds - a problem made all the greater because it is likely that the majority of new town inhabitants will have come from working class areas where the physical proximity of kin and neighbours may have been a major influence on community life.

Young and Wilmott have summed up the situations in their description of the contract between life in Bethnal Green and life in Greenleigh.

> When they leave the East End, the people also leave their relatives behind them, and although few of them cut the threads which connect them to their former homes, they can no longer see their old companions every day or even every week. In an emergency they can no longer so easily send word round to mum's. When they arrive at Greenleigh, being deprived of relations, they have to make do as best they can, sometimes with the aid of neighbours, but usually by their own devices. Children do more. Husbands do more. The family is more self contained in bad times and good.[1]

In this situation women who are tied to the home may suffer more than men - Duff talks about the strongest deterrent to moving into a new town as being the prospect of leaving 'mum'[2] and a similar point has been made by Cullingworth[3] and other commentators. Indeed in the early days in Glenrothes, when there were few elderly women in the area, P.J. Smith noted that one women who accompanied her expectant daughter to hospital to have her baby, performed the same service for a number of others in the area, becoming the 'district grandmother'.[4]

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1 YOUNG M and WILMOTT P op. cit., p.119
2 DUFF A C, Britain's new towns, Pall Mall Press, London 1961 p.69
3 CULLINGWORTH J B, The needs of new communities, HMSO London 1967
4 SMITH P J, Glenrothes: some geographical aspects of new town development in Scottish Geographical Magazine Vol.83 1967 pp.17-28

Apart from the breaking of family ties, however, an important influence on new town development has been the composition of its population. The tendency for new towns to attract young married couples instead of established families, for example, has led to an imbalance of age structure which causes problems of its own. Some of the first new towns exacerbated this situation by only offering houses to those who had jobs in the area, but in more general terms, it is logical that the most likely people to be attracted to the new town environment are young couples looking for the accommodation and employment which a large city may not be able to provide.

As a result new towns tend to have two bulges in their population structures - young adults and young children - which in turn leads to a heavy demand for a certain kind of facility early on - for example primary school places - and then a teenage bulge with employment and leisure problems at a later date. This changing population structure necessitates that any social buildings should be flexible units - since as the town reaches maturity leisure demands will change[1].

The imbalance of age structures, however, has effects that range far wider than the changing demand for facilities. Because of their age, the young adults in the new town are likely to have family commitments that will tie them largely to the home and in the

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1 TAYLOR GB, Leisure in New Towns, Town and Country Planning, Vol.35 1967 pp.5-10

absence of established neighbours there may be an introspective withdrawal into the family unit. [1]

In turn, because, of their age, the majority may have had little experience of organised social activities - There are a very limited number of leaders - and more generally a low level of participation in local affairs. The tendency for the older and more middle class to dominat positions of leadership in social organisations in the area, for example, has been well demonstrated by Hans Wirz and other commentators have noted the dangers of low participation levels generally.

Alonso, for example, comments

> unless the interdisciplinary teams that create new communities make every effort to encourage citizens to participate in the developing process, the end products could well be sterile academic models, instead of dynamic, democratic communities [2]

and Pritchard, taking a similar line, notes that there is a necessity to "stop planning people and direct our efforts to designing an environment in which they are encouraged to work out their own solutions. [3]

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1 FRANKENBERG R, Communities in Britain, Penguin, Harmondsworth 1966 p.200

2 ALONSO W, What are new towns for? in Urban Studies Vol. 7 1970 pp.37-57

3 PRITCHARD N, Planned Social Provision in New Towns in Town Planning Review Vol. 38 pp.25-34

The common element in all these problems is the difficulty of building an 'ideal' community. While Howard had clear ideas as to what should and should not be incorporated in the garden city concept, the prime concern of the Reith Committee was in solving a physical problem of poor housing, and not a social one. The concept of a self contained and balanced community was not really developed in the report, and successive development corporations have failed to come to grips with this problem. While a mirroring of a national class structure has almost been achieved, and most new towns now have a diversified industrial base, an imbalanced age structure and low rates of community participation remain.

Implications for Adult Education

Regardless of the ideas he may have, the adult educator in an established, traditional community is unlikely to be able to develop his work freely and without reference to the historical framework which he has inherited. Frequently the art of providing adult education in an established community, as Forster points out, is the art of compromise.[1]

In the course of time, the Local Authority, Workers Educational Association and University Extra-mural Departments will have evolved certain ideas about the nature of their provision in the area, of what is likely to be successful and of what is not, and of the division

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1 FORSTER W, New Towns and Adult Education in Studies in Adult Education Vol. 1 No. 2 1969 p.117

of responsibilities between each. Territorial or subject divisions between the three main providing bodies may have grown up over time which are a powerful influence on adult education provision, and which do not seem to allow the production of a coordinated programme.

The result is generally a fragmented service, based on three different interpretations of what adult/further education is and of the role of each agency within the field. Recreational activities, for example, are seen to be the province of the Local Education Authority, while the Workers Educational Association and University Extra-mural Departments tend to provide only courses of a university standard, and often a more cultural kind. The concentration of activities overall is in Physical Education, Needlework and Crafts, and little has appeared outwith the format of the 10/20 week 2 hour meeting.

The community, too, if it is an established one, will have its own ideas about the extent and value of adult education, which no doubt will have been derived from its manifestation in existing programmes. For those outwith the field, adult education is what it appears to be, rather than what it might be. Its contribution to the life of the community may therefore be overlooked and the narrow interpretation of school education for adults or recreational leisure time activities accepted as the normal, and indeed only role that an adult education programme might play.

Once this image has been created and reinforced by years of identical adult education provision, a widening of horizons is difficult to achieve. The relevance of discussing the role of adult education and its contribution to the community in such a situation is largely academic and the same basic programme tends to be repeated year after year.

The interesting possibility in the new towns, however, is that these conditions do not necessarily apply. Although the responsibility for adult education remains with the same providing bodies, it is possible for each to consider the role of adult education in the new community without the burden of their historical divisions or the established attitudes that have evolved elsewhere.

Like the new town planners faced with the task of building an ideal environment, existing adult education agencies have a unique opportunity to consider the needs of the individual and the community from the beginning. With the possibility of becoming involved in the planning and siting of facilities and with a knowledge of the background and problems of the new town inhabitants there is thus a far greater opportunity for a comprehensive and relevant adult education programme to emerge. Indeed, if, as Forster points out,

the opportunities presented are taken, then

> the adult educator will become something more than the man who organises courses or allocates funds. He will, along with his work and idealism become a Founder member of the community and may see the educative process in which he believes become the very rock on which the community sense is built.[1]

For such a development to occur, however, it will be necessary for the bodies responsible for adult education in the new town areas to recognise the particular circumstances prevalent, and that the planning of adult education from the very beginning may give rise to a form of provision which is very different from the traditional pattern. Adult education may be re-examined in the context of the community and with this re-examination may come an approach that will attract and involve far greater numbers than existing programmes.

From the outset, for example, it will be noted that new towns differ in a number of ways from traditional communities and that these factors will have to be borne in mind if adult education programmes are to remain relevant.

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1 Ibid., p.119

It would seem essential, for example, that attention be paid to the particular age structure of the population. The youthful nature of the new town inhabitants and the preponderance of young families will have important implications for the location of classes and support facilities. Playgroup provision is likely to be necessary if any form of day provision is considered and activities will need to be located in a number of different areas to take account of the relative immobility of young mothers.

According to the age structure of the population, too, different aspects of adult education are likely to assume greater or lesser importance. R.J. Havighurst, for example has summarised an adult's changing roles or developmental tasks over the life cycle in terms of early adulthood, middle age and later maturity and analysed the different motivations for education in each. [1]

As an adult progresses through the life cycle he is required to play different roles, which in turn will give rise to differing educational needs. Adolescence brings with it the need to establish identity - particularly personal identity - while the decade between twenty and thirty is distinguished by a

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[1] HAVIGHURST RJ, Changing Status and Roles during the Adult Life Cycle: Significance for Adult Education in Burns H (Ed), Sociological Backgrounds of Adult Education, Center for the Study of Liberal Education for Adults, Chicago 1963 pp.7-39

focussing of life and the making of choices which create the social pattern within which the adult is to live. From a variety of possibilities the young adult selects a particular combination - an occupation, a marriage partner, a place to live - and during this time experiences a period of maximum concern with himself and his immediate personal life.

Once this need has been satisfied, there follows a more stable time, in which the ego is in command, maturation introduces no new factors and the situation is generally stable and satisfactory - usually between thirty and forty. It is still a time, however, of organising life's resources and as such educational needs are likely to derive primarily from the desire to improve occupational and home-making competence.

The decade from forty to fifty is generally characterised by a period of expanding power and influence. The developmental tasks which provide the highest motivation for instrumental forms of education related to occupation and family concerns are no longer as relevant. The increasing amount of leisure and the tendency to form clubs and associates are characteristic of this period and the demands for education are likely to be of the more expressive kind, for the pleasure of learning rather than as a means to an end.

From fifty to sixty, the adult while maintaining his position at the peak of influence or power, is becoming aware of his limitations. There may be more introspection and a tendency to give priorities to

certain tasks, in the knowledge that there might not be the time to accomplish everything that is desired. Once again expressive forms of education are likely to be important.

Thereafter, the dominant concern is that of disengagement (from sixty to seventy) and that of making the most of disengagement (from seventy onwards). Adult education provision may revolve around the preparation for retirement and the provision of compensatory activities for those which the adult must of necessity give up. Classes and study groups on cultural subjects and economic and political problems become more popular, and groups and clubs more important.

Applying Havighurst's analysis to the new towns, the youthful nature of the population and its stage in the life cycle will clearly call for a particular type of education programme that will be different in character from that appropriate to an older population. Young couples are likely to be particularly interested in occupational/vocational activities at the career building stage of life, while on the non-vocational side, family considerations are paramount, and the relative absence of mothers and grandmothers point to the likely success of child development activities that combine information and the opportunity for discussing personal difficulties.

The considerable changes that a move to a new town environment will bring are also matters of concern to the adult educator. Education is concerned particularly with the process of change and the adult

educator has a major responsibility towards enabling the new and sensitive population both to adapt to their changing environment and to become critically aware of their new situation.

The lack of success of the physical environment in integrating newcomers has already been noted and the lack of participation in community matters has been of particular concern to new town commentators. With the flexibility of new town planning, however, given the necessary guidance and skills it is indeed possible for the new town inhabitants not only to adapt to their changing environment but to help shape it. If the adult educator can assist through the study and guided discussion of community and social problems, then inarticulate frustration may indeed be turned into critical participation.[1]

The value of the adult educator in this situation may be that of a catalyst, speeding up the process of consultation between the general public and the planners and giving the benefit of his professional skills to the community to enable them to better express their needs and desires. Hence

> good adult education can become more than a polite veneer to society and even more than a help to understanding one's society; the new towns are still growing and it can play a

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1 FORSTER W, op.cit., p.118

> generally creative part in building the communities; so much so that there is no reason why the educative process should not become an integral part of the adult community. [1]

Admittedly, in keeping with the feeling of the time, the Reith Committee saw adult education in much more limited terms. Paragraph 154 of the report states

> For young people who have left full time schooling, there will be county colleges and for adults educational opportunities provided by colleges of further education and other organisations working independently through community centres [2]

and Paragraph 160

> It will be necessary to provide facilities for vocational and other education for young people and adults. In the larger new towns, as has been said above, a combined college for further education and a county college may be appropriate. [3]

Yet the adult educator who is aware of the importance of the educational process over and above that of the provision of courses and study groups can clearly offer more than the Reith Committee suggests.

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1 Ibid., p.132
2 Reith Report, op.cit., p.36
3 Ibid., p.38

Furthermore, while this may be difficult in an established community, there are a number of helpful factors in the new town to enable the adult educator to perform his task.[1] The proximity of home and work, for example, as compared to living in an older inner city area, may mean that there is a certain increase in leisure time (less time being spent travelling to and from work), while housewives are likely to have their leisure time similarly improved by the careful location of schools and the design of new houses.

Other factors include the vested interest of various groups, notably the development corporation desirous of making its town an attractive place to live in, both from an idealistic point of view and the real economic need to attract new industry, and the industrial sector wishing to see its workforce contented and offered every possible facility. Physical amenities, too, are likely to be better than in many of our older cities.

The adult educator thus has a unique opportunity to explore his role from the starting point of the needs of the individual and the community and the consideration of the ways in which his skills might contribute. In such a situation it may well be that the standard ten week two hour evening class, the vocational/non-vocational distinctions and the use of school premises will no longer be seen as particularly appropriate to the task in hand.

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1 FORSTER W, op. cit., p.133-34

Although the precise nature of an appropriate programme will depend upon the particular circumstances of the individual area the roles of network agent, educational guide, resources agent and teacher as explored by Lovett in the inner city areas have a clear opportunity for expression. In the new town, for example, the adult educator may be able to help particular groups to survey their area and pinpoint social and economic needs that require attention: he may be able to assist local pressure groups to organise themselves and articulate their feelings in a constructive manner: or incorporate an educational element into various aspects of community work.

The keynote will be the searching out of opportunities where a contribution might be made - a more active approach than is usual elsewhere - yet in the light of the need for the new towns to grow as healthy and balanced communities the value of such contribution can hardly be over-emphasised.

C H A P T E R F O U R

ADULT EDUCATION PROVISION IN THE NEW TOWNS

While it is possible to speculate on the role of the adult educator and to set down the basic principles which should be applied in the new town communities, it is of no less importance to consider the actual development of adult education in the areas in question. The strengths and weaknesses of present provision may be considered in the light of the objectives which adult education should seek to achieve - and be judged accordingly.

Even to build up a general picture of the provision in the five Scottish new towns, however, is not an easy task, since the statistics that are available are very limited in nature (and even occasionally contradictory). Ideas of the historical development of classes and courses, and the rationale for what is presently provided have to rely heavily on the memories of those in the field - and it is not always clear where opinion ends and fact begins.

Consequently, in addition to obtaining the information that was available from the appropriate county authority and the Scottish Education Department, visits were made to each of the new towns and interviews conducted with those involved in the planning and implementation of programmes. A brief summary of adult education in each of the new town areas is thus outlined below.

East Kilbride

As in each of the Scottish new towns, by far the greatest provision for adult education in East Kilbride was made by the local authorities, with the WEA and University Extra-mural departments playing a very limited role. In 1971/2, for example, only two courses were offered by the latter - on Art and Archaeology - and this pattern of one or two activities a year was repeated throughout the new town areas.

With the predominance of local authority provision the existence of facilities elsewhere has been an important factor in the extent of adult education development. A major influence on the development of all further education in the East Kilbride area, for example, has been the proximity of Hamilton, with its existing facilities, and initially higher level courses were not provided in the new town but at Bell College.

Until 1970/1, there were consequently only two major centres in the town providing vocational and non-vocational activities, both of which were showing a tendency to decline in their non-vocational provision.

Table 3 East Kilbride: Number of students enrolling in non-vocational classes 1967/8 - 1972/3

	1967/8	1968/9	1969/70	1970/1	1971/2	1972/3
Duncanrig	751	347	531	700	554	933
Hunter High	1,012	972	695	866	919	737
Claremont	-	-	-	498	720	1,708

Source: Scottish Education Department, Forms Y.A.1 Unpublished data 1974

Courses were similarly conventional in kind. Of the 700 enrolments at Duncanrig in 1971, for example, 128 had been for handicrafts and hobbies, 132 for physical training, 113 for Mathematics, 64 for history, 32 for visual arts and 231 for needlecraft.

Vocational provision, based mainly on 'O' grade, 'Highers' and Secretarial Certificates had remained relatively steady. Enrolments at Duncanrig had shown a growth to 1969 and then a leveling off at between 900 and 1,000 each year.

In 1970/1, however, the idea of the Community Education Centre was introduced into the area, relatively late in the development of East Kilbride as a new town, but nevertheless having a considerable impact on non-vocational provision. Enrolments from 1971 to 1973 showed a growth from 498 to 720 to 1708, only partly at the expense of the two established centres.

Table 4 East Kilbride: Number of students enrolling for vocational classes 1965/6 - 1972/3

	1967/8	1968/9	1969/70	1970/1	1971/2	1972/3
Duncanrig	1,026	1,108	1,004	920	899	935

Source: Scottish Education Department, Forms Y.A.1 Unpublished data 1974

The development of Claremont, however, was essentially more than the opening of a new centre. Organised with the help of a house committee, comprising representatives of members, the public authorities and the Rector, the Centre offered a more relaxed atmosphere than normally found in a further education centre.

A general introduction to the centre outlined its function:

> The purpose of the centre is to assist members to make the fullest use of their leisure time by instruction, self-help or in small groups, and where they can also widen their range of friends. Consequently the activities of the centre are arranged on three main lines (1) classes (similar to normal AE/FE provision) (2) sections, in which members with an interest meet together with others having the same interest and (3) groups, in which members come together and use the centre as a base.

Full time community education assistants were appointed to ensure the centre's development, and the growth in enrolments demonstrates both their success and the need for this kind of variation on the traditional adult education theme.

Nevertheless, a glance at the centre's programme does not reveal any particular attention to the development of the community. By the introduction of coffee and lounge facilities in the High School, attending classes has been made more attractive, but the overall content of programmes has remained much the same. The breakdown of the 720 enrolments for 1972, for example, shows that 50 were for cookery, 175 for handicrafts and hobbies, 53 for needlecraft, 400 for physical training, 16 for visual arts and only 26 for others.

The main benefits of this development, therefore, have tended to be in making the school premises and

facilities more available to the general public, rather than in encouraging a new approach to the education of adults. It is questionable on the evidence to date whether the community education idea is really the beginning of a new approach or rather a matter of a different presentation of existing facilities and programmes.

In discussions with a number of community education assistants in the area, it became clear that their principal function, in practice, was in ensuring the utilisation of school facilities in the evening by making them accessible to the adult community. While this may be highly commendable in itself, it is perhaps unfortunate that the starting point for the development of adult education in the area should be the availability of educational premises rather than a consideration of the needs of the area.

Nevertheless, the growth of enrolments in Claremont does demonstrate the possible expansion that the employment of full time community education assistants and the opening up of school facilities can bring. Even within the existing restrictive non-vocational sphere, it is an interesting demonstration of scope and potential.

Table 5 East Kilbride: A Comparision of leisure time programmes offered at the Claremont Community Education Centre and Duncanrig Further Education Centre 1973/4

	Claremont	Duncanrig
Monday	Aikido, Pottery, Country Dancing, Cookery, Metal Enamelling, Woodwork, Bridge, Dressmaking, Drawing and Painting, Weight Training, Archery, Swimming, Yoga, Men's Keep Fit	Woodwork, Dressmaking, Drawing and Painting, Car Maintenance, Interior Decorating
Tuesday	Car maintenance, Handball, Hostess Cookery, Typing, Dressmaking, The Heritage of Scotland (WEA), Theatre Seminar (WEA)	Dressmaking, Millinery, Flower Arrangement, Arts and Crafts.
Wednesday	Pottery, Ballroom Dancing, Metal Enamelling, The Novelist and Society (WEA), Dressmaking, Woodwork, Fly Tying and Rodmaking	Baking and Confectionery, Woodwork, Dressmaking, Ladies Keep Fit, Men's Keep Fit, Car Maintenance
Thursday	First Aid, China Painting, Weight Training, Men's Keep Fit, Swimming, Ladies Keep Fit, Flamenco Dancing, Dressmaking, Arts and Crafts.	Baking and Confectionery, Dressmaking, Country Dancing.

Source: Guide to Further Education Activities in Lanarkshire 1973/4 - Leisure Time Activities

Glenrothes

Until 1957, there were only approximately half a dozen local authority classes held in the new town area. According to the local full-time tutor organiser, these were of the "art/keep fit" type and took place in Woodside Primary School, with total attendances "somewhere in the region of 100."

In the session 1957/8, however, Auchmuty Secondary School took over the total provision of further education courses in the town, providing non-vocational craft-classes, various types of leisure time activity, City and Guilds work, O' grades, Highers and Secretarial certificates.

The school thus became the main centre for Further Education/Adult Education provision, until the opening of Glenrothes Technical College in 1966, and the reorganisation of further education provision in the county. Five tutor/organisers based on the technical colleges were then appointed, with responsiblity for a particular area (later reduced to four due to the amalgamation of two colleges) and the 'Principal Tutors' (part time evening class organisers) in the schools were made responsible to them.

Vocational provision now came totally under the technical colleges and the high schools/further education centres were seen as providing two types of classes - the activity or leisure class (for example keep fit, dressmaking and craft work), and the adult education

class (defined by the tutor organiser as being those classes "of a more reflective nature".)

This added interest in the further education field produced a dramatic rise in the number of students enrolled in county courses between 1963/4 and 1967/8. While the number of centres declined from 197 to 93, the number of students increased from 6,575 to 13,501, a rise of 105%.

In Glenrothes, itself, however, the expansion was not nearly so marked. The tutor organiser stated that there had always been a lack of interest in adult education classes, although the response to leisure time and sports classes provided by the Fife Institute of Physical and Recreational Education was much more encouraging.

The pattern in the new town was thus felt to be different from that in the more established areas - a difference attributed by the tutor organiser to the "different age and sociological structure", of the new town community.

Experimentation had been limited, however, and in general unsuccessful. In 1972/3, for example, a lecture series (the Auchmuty lectures) was instituted, the general idea being that students would be issued with tickets which would entitle them to attend a number of different lectures, rather than committing themselves to a class over one or two terms. The numbers participating ranged from 2 to 18 , the latter figure having been influenced by the fact that the lecture

included a wine and cheese evening.

A second attempt at innovation in the year concerned the introduction of film evenings. It was intended that a tutor would select extracts which would be shown and discussed, but the class ran into difficulties after the third evening due to the shortage of funds for suitable films. Numbers dwindled from 16 to 6 and the class had to be discontinued.

Several reasons were given for this lack of innovation in the new town, not the least of which were a number of communication difficulties with the local authority. The county system of advertising, for example, meant that the principal tutor had to give a fortnights notice before any advertisement could be put into the local press. The advertisement went to the local authority, to an agency in Edinburgh and arrived some considerable time later in the office of the local newspaper 100 yards from the school.

Above all, however, there was felt to be the difficulty of providing suitable facilities. Apart from the lack of storage space, and the problems of sharing equipment with the school, it was felt to be extremely difficult to lose institutionalised feelings in a school setting. A coffee machine had been installed in the Auchmuty School, but there were no lounge facilities, nor indeed casual chairs or tables. The principal tutor remarked that at breaktime his centre resembled a "refugee camp" with people spreadeagled on stairs or sitting on the floor. Overall he felt he was

having to run a "shoestring operation on a shoestring budget" and saw little opportunity for development until this situation was radically altered. The growth over the period 1967-1970/1 had stabilised and it appeared that the demands for the existing range of activities were being met.

Table 6 Glenrothes: Number of students enrolling in non-vocational classes 1967/8 - 1972/3

	1967/8	1968/9	1969/70	1970/1	1971/2	1972/3
All centres	792	1,456	1,811	2,306	2,185	2,237

Source: Scottish Education Department, Forms Y.A.1 Unpublished data 1974

Within this standard framework, a number of new ideas had been attempted. There had been an experiment for example, to involve young people in further education work through the medium of 'taster' courses, aimed at encouraging them to return to school to try a variety of non-vocational classes before making a firm commitment. The 'Gateway' scheme, as it was known, however, had had little effect, and the principal tutor had come to the conclusion that "some other means" would have to be tried if young people were to maintain their links with the educational world after leaving school.

More successful, was the initiation of a remedial pilot scheme by the local tutor organiser, well in advance of the national adult literacy campaign in 1975/6. By 1973, some 40 individuals were involved in the area, approximately half of whom lived in the new

town.

All in all, however, it would appear that there was little out of the ordinary being carried out in Glenrothes in the adult education/further education field. Although the value of adult education was recognised, red tape and administration as well as physical barriers seemed to have inhibited innovation and development.

The one or two activities occasionally provided by the Workers Educational Association and University Extra-mural Department, and the traditional evening class programme (though supplemented by the vocational work carried out in Glenrothes Technical College) were clearly not designed specifically for the new town environment - and while enrolment figures were on the whole slightly higher than elsewhere, there is no evidence to suggest that this was in any way due to an appropriate community base.

Table 7 Class at Auchmuty Further Education Centre 1973/4

Tuesday	Amateur radio, Car Maintenance, Country Dancing, Crochet, Dressmaking, English for foreign students, First Aid, Gaelic, German for beginners, Guitar, Keep Fit (Men), Oil Painting, Typing, Woodwork.
Wednesday	Mediterranean Lands and People (WEA/ Extra Mural), Art, Ballroom Dancing, Dressmaking, French, General Metalwork, Guitar, Homecraft, Italian, Keep Fit, Oil Painting, Pottery, Soft Toymaking, Woodwork.
Thursday	Basic Cookery, Car Maintenance, Dressmaking, Floral Art, Keep Fit, Oil Painting, Pottery, Typing, Woodwork.

Source: Glenrothes and Buckhaven Technical College - Leisure Course Programme 1973/4

Cumbernauld

The development of further education/adult education as provided by the Local Education Authority in Cumbernauld has also been very much of a conventional evening class kind. Each year's provision has depended on 'successful' courses in the past, although occasionally there has been an 'experimental' class in an area where there was felt there might be a demand (The experiment for 1973/4 for example, was Italian).

A breakdown of enrolments since the town's designation was not available, but by 1966/7, the earliest year for which figures were still retained, there were 755 enrolments. The subjects available were Swimming, Spanish, Ladies Keep Fit, Art, Russian, Cookery, Pottery, Woodwork, Speech Training, Dressmaking, Gardening, Horticulture and French. On the vocational side, SCE 'O' and 'Higher' subjects were available, as well as the Scottish Certificate in Office Studies, Junior Secretarial Certificate, and City and Guilds (Mechanical Engineering).

Since that time there has been a steady development in courses and by 1972/3, 1364 enrolments were being recorded, 635 for non-vocational classes and 729 for those that were vocational.

Nothing in the programme, however, appeared to have been particularly designed with the new town situation in mind, although there had in fact been a number of attempts to respond to very definite local needs. The most notable of these occurred in 1969/70

when a local firm, which was the major employer of men in the town, modernised certain of its departments by using electronic equipment. Approximately 1,000 people were faced with redundancy and a number of men approached the local high school, asking if a City and Guild course in electrical engineering could be supplied at the centre.

Table 8 Cumbernauld: Numbers of students enrolling for non-vocational and vocational classes 1966/7 - 1972/3

	1966/7	1967/8	1968/9	1969/70	1970/1	1971/2	1972/3
Vocational	755	441	591	650	782	747	729
Non-vocational		300	490	535	694	615	635

Source: Scottish Education Department, Forms Y.A.1 Unpublished data 1974

The cost of setting up the scheme (approximately £2,000), was felt to be outwith the Local Authority's budget for adult education in the area, and the course was unable to run. Nevertheless, arrangements were made for a number of men to go to Stow College in Glasgow to take the course, while at the same time two classes were run at the school in Basic Electricity and Electronics.

In the same year, courses in new maths were offered in response to demands from parents, and in 1972/3 English classes were offered to the Ugandan Asians who had settled in Cumbernauld. These were extended to cover simple arithmetic when it was discovered that the group were having difficulty in coping with British Weights and Measures, and since

that time a number of the original students have participated in various other activites in the non-vocational programme.

Outwith the formal local authority provision, a number of classes were also provided by the Youth and Community service (usually of the needlecraft/art and craft kind), which occasionally gave rise to some friction when rooms were required by both bodies. Those involved in the more formal programme seemed concerned about the educational content in the Youth and Community run courses, and the comment was made that the absence of qualified teachers inevitably led to a drop in standards.

The Youth and Community workers, however, felt that they were providing a useful service that could not be offered in the conventional further education way, and that they were attracting a number of people who would never consider joining a formal class. There was no attempt to provide a purely 'educational exercise' and the social benefits deriving from the meetings were considered to be of paramount importance.

This variation of approach is all the more noteworthy where it is remembered that in Scotland the Youth and Community Service and the Adult Education Service both come under the direction of the Director of Education for the area. The recent amalgamation of the two into a Community Education Service would thus seem to be not without its problems, particularly in the light of the rivalry experienced in Cumbernauld.

Since full time Youth and Community Workers greatly outnumber those employed full time in adult education, and are likely to have more status than part-time tutor organisers it may well be that the more informal emphasis will become more apparent in future programmes.

The WEA and University of Glasgow Extra-mural department were also more active in the area than in East Kilbride, with six courses being offered each year, on average, between them. The content, however, was generally cultural in kind - Art, Scottish Churches and Chapels, Music, Soviet and East European Drama - and there was no contact with those directly involved in further education in the town.

Arrangements were made at County level and advertising and all other details carried out totally independently. Furthermore the local principal tutor felt that "culture classes were not quite what the town needed at the moment" and pointed to the lack of success of a number of the WEA/University Extra-mural activities as an example. Of the four classes held in the High school during 1973/4, for example, he noted that three had failed to progress beyond the first six weeks.

This lack of liason between the providing bodies was noticeable in each of the new town areas. Consultation tended to be non existent and in some cases there was open competition for similar facilities rather than cooperation. Certainly in none of the new towns was there any attempt at a coordinated approach. At a time when resources are particularly limited this factor

would seem to be a major weakness in the field.

Table 9 Non-vocational activities in the Cumbernauld Area 1973/4

Monday	German, Cookery, Dressmaking, Keep Fit (Men), Pottery, Swimming (Ladies), Swimming (Men), Woodwork, Typewriting, Speech and Drama, Beginners Gaelic.
Tuesday	Art, Car Maintenance, Cookery, Dressmaking, Pottery, Woodwork.
Wednesday	Computer Programming, Art, Car Maintenance, Dressmaking, Nutrition and Slimming.
Thursday	Floral Art, Car Maintenance, Dressmaking, Conversational Russian, Keep Fit (Men), Pottery.

Source - Dunbarton Education Department
Leaflet - Non-vocational activities in Cumbernauld 1973/4

Vocational activities in the Cumbernauld Area 1973/4

Monday	Higher - English O grade - English Shorthand
Tuesday	Higher - German, Mathematics (Ait), Economics, Geography 'O' grade - Statistics, Maths, Principles of Accounts, German, Geography, Typewriting, Shorthand.
Wednesday	Higher - Art, History 'O' grade - Modern Studies, History, Art Typewriting
Thursday	Higher - Physics, French, Modern Studies, English, Drawing,'O' grade,- Physics, French, Principles of Accounts, Arithmetic, English, Drawing. Shorthand

Source - Dunbarton Education Department
Leaflet - Vocational Activities in Cumbernauld 1973/4

Livingston

Adult education activities in the Livingston area were well established before the designation of the new town. The University of Edinburgh Department of Extra-mural studies and the Workers Educational Association had provided classes for the population of Livingston Village, and Livingston Station prior to designation and continued to do so after the new town development was announced.

With the possible exception of two Child Psychology classes offered in 1967/8 and 1968/9, however, the implications of the new town do not seem to have had much effect on either the extent or the nature of this provision. Both the choice of subject matter and attendances are very similar to those found elsewhere.

Table 10 Classes provided over the period 1961/2 - 1971/2 by the University of Edinburgh Extra-mural department and Workers Education Association in Livingston

Year	Class	Enrolment
1961/2	International Problems	26
	Industrial Archaeology	19
1962/3	Scottish Architecture	13
	Architectural monuments	13
1963/4	European Studies	10
	African Studies	10
1964/5	Commonwealth and International Affairs	10
1965/6	Law and the Citizen (1)	13
	Law and the Citizen (2)	10
1966/7	Scottish Heritage	10
1967/8	Child Psychology	17
1968/9	Child Psychology	12
	Geology and Landscape	10
1969/70	-	
1970/1	Local History	36
1971/2	Collectors and Collecting	15

Source University of Edinburgh, Department of Extra-mural Studies - Annual Reports

The extent of local authority provision would appear to have been a little more related to the town's growth in terms of the number of classes provided, although a glance through the programme of any of the years from 1966 onwards would reveal a similar lack of attention to the needs of the growing community.

Before regionalisation, further education classes were provided in Livingston by two local authorities, since the designated area fell somewhat inconveniently into Midlothian and West Lothian (as well as four district councils, three employment exchanges, four registration districts and six electoral divisions). Up until 1973, the greater part of the town's development had been in Midlothian, although a number of classes were provided in the Deans area (formerly Livingston Station) by the West Lothian authority.

Table 11 Local Authority Classes in the West Lothian area of Livingston 1970/1 - 1972/3

	Class	Enrolments
1970/1	Keep Fit	36
	Dressmaking	12
1971/2	Keep Fit	12
	Machine Knitting	16
1972/3	Dressmaking	12
	Machine Knitting	15

Source: West Lothian Education Department Correspondence - 1974

In the Midlothian part of the town, classes have been provided since 1966/7, and statistics provided by the Scottish Education Department, and Midlothian Education Department reveal a considerable growth in numbers over the last few years, including an increase

of over 162% from 1971/2 to 1972/3.

This growth, however, has not been matched by a widening range of activities. Indeed it is due largely to the growth in sports classes, accounting in 1972/3 for over half the registered enrolments. Of the remainder, 53 were for business studies, 34 for cookery, 28 for handicrafts and hobbies, 49 for modern languages, 48 for needlecraft, 42 for visual arts and 77 miscellaneous. As in the case of the other new towns, there were no classes provided outside the one/two term evening class format and nothing that revealed that the programme was intended for a new town population.

Table 12 Livingston: Number of students enrolling for non-vocational and vocational classes 1966/7 - 1972/3

	1966/7	1967/8	1968/9	1969/70	1970/1	1971/2	1972/3
All classes	94	88	64	68	236	264	693

Source: Scottish Education Department, Forms Y.A.1 Unpublished data 1974

An unusual feature of the Livingston programme, however, over the period 1972/4 was the absence of fees. The effect of this factor at first appears to have been considerable with student numbers increasing by 162% between 1971/2 and 1972/3 as compared to a 12% rise over the previous year. A closer examination of the programmes for the respective periods however reveals that there are a number of additional factors that distort this first general impression.

The year 1972/3 for example was marked by an upsourge in the number of sports classes that were provided, and the general encouragement offered to existing clubs to use the school facilities under the auspices of a further education class. This change of policy, brought about largely by the different attitudes of the new part-time principal tutor can account for 90% of the 162% increase and over half the registered enrolments.

Table 13 compares the enrolment figures in non-sport classes for 1971/2 and 1972/3, and while the increase is still a considerable one, other influences may include the rise in new town population over this period, the appointment of a new and enthusiastic principal tutor and the increase in the number of classes offered from 18 to 45.

Table 13 Enrolment figures in sport and non-sport classes 1971/2 - 1972/3

	1971/2	1972/3	%+
All classes	264	693	162.5
Sports classes	125	363	90.4
Non-sport classes	139	330	137.4

Source: Scottish Education Department, Forms Y.A.1 Unpublished data 1974

Above all, however, the breakdown of the situation in this way reveals the general unreliability of enrolment statistics. Apart from the more obvious discrepancy between students and enrolments and the less obvious differences between figues supplied by the Scottish Education Department and Local Education

Authorities) it is clearly important to know the activities for which students have enrolled. While the opening up of school premises to the community for sporting purposes may be a desirable use of plant, the educational content of many programmes is questionable. At present, however, if a tutor is nominally available, then those present may be included in the student statistics, regardless of their motivation for attending or the absence of instruction.

To obtain an accurate picture of the state of further/adult education in an area, a detailed study of existing centres is thus essential.

Table 14 Non-vocational and vocational classes in Livingston 1971/2 and 1972/3

1971/2	
Monday	English Higher, Maths 'O' grade, Cookery, Keep Fit(2), Spanish, Swimming(2), Woodwork.
Tuesday	-
Wednesday	English 'O' grade, French 'O' grade, Typewriting, Car Mechanics, Dressmaking, Golf, Swimming(2)
Thursday	Keep fit.
1972/3	
Monday	Conversation German, Dressmaking, English Higher, Cookery, Typing, Woodwork, Aikido(2), Basketball, Keep fit(2), Swimming(2), Basketball(2), Volleyball.
Tuesday	French, Dressmaking, Shorthand, Arithmetic 'O' grade

continued

Wednesday	Art, Car Maintenance, Dressmaking, English 'O' grade, French 'O' grade, Golf, History 'O' grade, Cookery, Keep fit(2), Pottery, Swimming(3), Typing
Thursday	Conversational Gaelic, History Higher, Maths 'O' grade, Playgroup Leaders, Beginners Art
Friday	Badminton

Source - Midlothian Education Department
Leaflets Further Education Classes 1971/2 and 1972/3

Irvine

It proved particularly difficult to build up a picture of further adult education development in Irvine over the years since designation, due to the incomplete nature of the statistics. "In spite of considerable research", the Assistant Director of Education for the area wrote, "I have been unable to obtain the statistics required," and the Scottish Education Department apologised that figures for the years 1961/2 - 1969/70 "were not retained".

However, from visits to the centres and discussions with those involved in the programmes, it appears that the growth of activities has been very much in line with provision elsewhere.

Table 15 Irvine: Number of students enrolling for non-vocational classes 1970/1 - 1972/3

	1970/1	1971/2	1972/3
All subjects	331	330	693

Source: Scottish Education Department, Forms Y.A.1 Unpublished data 1974
(Excludes Greenwood Academy and Kilwinning Further Education centres)

At present, the bulk of non-vocational provision in the area is in four main centres - Irvine Royal Academy, Ravenspark Academy, Greenwood Academy, and Kilwinning Further Education Centre. At the time of the study, each of these centres had a superintendent in charge of evening classes, and the programme was drawn together under the newly formed community education service in the area.

From the provision of activities, however, it was clear that in the new town area at least, the community education service was little more than another title for the type of evening class programme prevalent elsewhere. Amidst the dressmaking and craft classes, cookery and keep fit, there were one or two more unusual areas of development - Pigeon management appeared at the Ravenspark Academy, together with Winemaking and Hi-fi for beginners. At Irvine Royal Academy Water safety and Off-shore navigation was offered; at Kilwinning Oriental Cookery and at Greenwood Academy, Mountain Safety.

In terms of variety, Irvine consequently appeared to offer a greater range of subjects than the other new towns, but again there was little evidence of any particular community base. The situation was undoubtedly complicated in that Irvine was already a large town before the new town development was imposed upon it, but as in the case of the other new towns, it was not possible to look at the programme and say that it was designed for a particular type of community - or indeed for any particular reason other than the fact that fifteen students were likely to enrol.

The records of the Workers Educational Association, and University of Glasgow Extra-mural Department stretched back considerably further, and indeed to the days prior to designation. The subjects offered, however, were once again not particularly relevant to the new town area and followed traditional cultural lines. Neither

organisation carried out any research into what was needed in the town, relying on local contacts to indicate preferred programmes, and feedback was limited to the opinions of those who had attended and completed a course.

Over the years, the courses offered ranged from English Literature to a History of Irvine, from The Romans in Britain to Early man in Ayrshire, from Social History to Practical Archaeology. When a movement towards community issues was made by the WEA in 1969/70, however, the results were very encouraging. Under the heading 'Understanding the local community' various experts such as local government officials were brought in to WEA programmes to give information about their work and about changes affecting the community in a vital way. At the Irvine Arts Centre, for example, sessions were offered in Industrial Democracy, The Permissive Society and Regional Development, attracting 40, 20 and 60 students respectively.

Such developments, however, were not widespread and there seemed to be little link from one year's programme to another. Overall, adult education provision in Irvine, as indeed in all the Scottish new towns, was indistinguishable from that offered elsewhere.

Table 16 Non-vocational classes offered at principal centres in Irvine 1974/5

Irvine Royal Academy	Dressmaking, Painting and Drawing for beginners, Oriental Cookery, First Aid, Keep Fit (Ladies), Slim, Trim and Beauty Culture, Water Safety and Off-shore Navigation.
Ravenspark Academy	Techniques of Art, Pottery and Ceramics, Craft Activities, Woodwork, Floral Art, Dressmaking Hostess Cookery, Home maintenance, Easy Stage Gardening, Consumer Rights and the Law, Preparation for Retirement, Car Maintenance, Child Development, Bridge, Scottish Country Dancing, Modern Ballroom Dancing, Wine Making, Guitar Playing, Hi-fi for beginners, Pigeon Management.
Greenwood Academy	Arts and Crafts, Pottery, Woodwork, Floral Art, Dressmaking, Hostess Cookery, Cookery for Beginners, Oriental Cookery, Home Maintenance, First Aid, Easy Stage Gardening, Dog Obedience Classes, Consumer Rights and Law, Child Development, Old Time Dancing, Wine Making, Mountain Safety, Guitar Playing, Slim, Trim and Beauty Culture, Hi-fi for beginners.
Kilwinning	Painting and Drawing, Techniques of Art, Pottery and Ceramics, Craft Activities, Woodwork, Dressmaking, Cookery for beginners, Hostess Cookery, Oriental Cookery, Home Maintenance, First Aid, Easy Stage Gardening, Consumer Rights and Law, Preparation for Retirement, Child Development, Bridge, Floral Art, Keep Fit, (Ladies), Keep Fit (Men), Old Time Dancing, Modern Ballroom Dancing, Scottish Country Dancing, Wine making, Guitar Playing, Slim, Trim and Beauty Culture, Hi-fi for beginners.

Source - Ayrshire Education Department
Leaflet - Non-vocational Classes in Irvine 1974/5

An examination of the existing provision of adult/further education in the new towns consequently reveals no more than the fulfilment of a legal obligation to provide adult education activities. Certainly existing programmes did not reflect in any apparent way that aims and objectives had been considered in the context of the area.

Indeed it might be deduced from the above that the only discernible aim in any of the programmes was the maintaining of enrolment numbers above a certain level. Evaluation was purely in terms of the numbers of students enrolling for a particular class, and even these figures were used primarily as an administrative device for deciding which classes should begin, continue and close.

In none of the towns was there any evidence of special attention having been paid to the age structure of the population, the background of the inhabitants, the immobility of young mothers, the general lack of community participation or indeed of any of the factors associated with new town living.

The overall picture was of a steady growth of activity, corresponding largely to the build up in population over the years and dependent to a considerable extent on the enthusiasm of the local tutor organiser/principal tutor/superintendent. In keeping with the Alexander Committee's findings for the rest of Scotland, the bulk of provision remained firmly in the categories of physical education, needlecraft/dressmaking and

handicrafts and hobbies - with little attempt to experiment or innovate.

On the whole, however, rates of participation in the new towns were higher than elsewhere in Scotland - the national average in 1972/3 being 4.45% - a factor which seems to support the argument that adults in the new town environment may be that much more willing to try something new, particularly in the absence of competing leisure time facilities. Although this view is largely confirmed in Chapters 5 and 6 of this study, however, too great a reliance should not be placed on the percentages calculated in Table 17.

Table 17 Number of enrolments in non-vocational Further Education classes (LEAs) 1972/3 as a percentage of the adult population of the Scottish New Towns=

	Number of enrolments	Adult population	Percentage of enrolments to adult population
East Kilbride	3,378	41,140	8.2
Glenrothes	2,237	17,157	12.9
Cumbernauld	1,364	21,011	6.49
Livingston	693	9,701	7.1
Irvine	693	28,291	2.45*

*Incomplete

Source: Scottish Education Department Forms Y.A.1
Unpublished data 1974/
Electoral Registers

The particularly favourable figures for Glenrothes, for example, are due to the fact that the Technical College draws from a much wider area than the new town - whilst all the new towns have relatively good sporting facilities available for classes for the general public,

which raises the figure beyond that which might otherwise be expected.

Certainly these discrepancies could not be accounted for by the appropriateness of activities to the new town community for, as has been seen, despite the opportunities to move outwith the traditional straitjacket of one/two term courses, very little experimentation could be found.

Discussions with those involved in adult education in each of the new towns revealed a number of problems that go some way towards explaining why this is so.

Perhaps the most fundamental problem derives from the status which adult education is accorded by the local authority. Although there are slightly different staffing structures for adult education in each of the new towns, those responsible for the centres in the towns themselves (as distinct from the regional tutor organisers) were mostly part-time and devoted their attention to adult education after a day's teaching in school.

Paid in most cases on what amounts to a commission basis (their salary being related to the total teaching salary bill, and hence the number of classes in operation), there is neither the time nor the incentive to consider in detail the needs of the community. Clearly with payments relating to numbers of classes, rather than the time and effort spent in building up a relavant programme, those classes which are easiest to organise are most prominent. And with most of the classes held

in school premises, and teachers considered the most important pre-requisite for starting a group, it is not surprising that the evening class programmes frequently become replicas of day school activities, using the same staff, facilities and techniques.

Table 18 System of Payment for Principal Tutors - Midlothian 1971/2

Total Cost of Remuneration at Centres during Winter and Spring Terms	Principal's Salary
Not over £75	£35
Over £75 but not over £125	£50
Over £125 but not over £250	£75
Over £250 but not over £375	£120
Over £375 but not over £625	£150
Over £625 but not over £940	£195
Over £940 but not over £1255	£230
Over £1255 but not over £1880	£270
Over £1880 but not over £2510	£315
Over £2510 but not over £3765	£465
Over £3765 but not over £6270	£560
Over £6270 but not over £9410	£650
Over £9410 but not over £12545	£740
Over £12545 but not over £18815	£790
£18815 and over	£810

Source - Circular 343/72 - Midlothian Education Department 1972

In none of the towns was any form of training offered to teachers of adults, it being assumed that the possession of a skill or a school teaching qualification was sufficient to cope with the evening class group. Even in those areas which insisted on having a qualified teacher to take an adult group, 'qualified' invariably meant possessing a primary or secondary teaching certificate.

Planning in all the areas was very basic, the bulk of the coming year's programme being quite simply

a repeat of what had previously been successful (i.e. had attracted the minimum number of 12 or 15). No form of community involvement existed in the planning of activities, although in the Claremont Centre in East Kilbride the formation of a house committee is a step in this direction - and indeed there was little or no consultation between the providing bodies as to what they were going to offer. One WEA tutor organiser went as far as to say that his relationship with the local university was "perfect". He continued "They don't speak to us, and we don't speak to them".

Facilities, too, were severely limited. In many of the schools visited, definite areas of tension existed between the day-time headmaster and the evening organiser of adult classes. Indeed in some instances it was as if the two were engaged in competing functions rather than offering their respective parts of an integrated, lifelong, learning system. The restriction of activities to schools, and the dependency of programmes on evening class organisers largely ruled out the possibility of any day-time activity. Apart from excluding, automatically, those men on shift work from participation, such a restriction clearly affected the number of young mothers who could participate due to family obligations in the evening and lack of opportunity during the day.

There was little to date, therefore, in the provision of courses or other adult education activities in the new town environment that is different from

elsewhere. In none of the areas under consideration had the role of adult education in the community been seriously reviewed - no doubt due at least in part to the fact that adult education in the new towns was not the responsibility of specialists, but rather teachers and administrators, who under difficult circumstances and with no guidelines other than past experience, were endeavouring to provide an evening class programme as a service to the community.

Certainly among the local authority representatives there seemed to be a remarkable lack of awareness of the ideas of lifelong learning, or the added potential for adult education in the new town environment, while the Universities and WEA for their part played a very limited role in their provision of a small number of unconnected, culturally based activities.

Yet this discouraging picture is only of real concern if there is an added potential for adult education development in the new areas - if indeed the desire for a more important role for adult education can be translated into practice through the willingness of people to participate. Again and again in interviews with Local Authority/WEA and University Extra-mural representatives, the claim that people were basically apathetic towards adult education was presented as a fact rather than as an unsupported assumption. In effect it was the ultimate excuse of those who were providing a limited service and recognised that this was so.

Nevertheless, although the case for apathy has never been convincingly put, it remains a distinct possibility. Although it cannot be said that people are apathetic towards adult education activities in general, given the extremely narrow interpretation of the field that is manifested in practice, it is also true that there has been little evidence of considerable interest either.

There remains a wide difference of views, therefore, between those academics in the adult education profession who see the subject as making a relevant contribution to everyday living, and the practitioners who are beset by the very real problems of lack of guidance, administrative red tape and limited facilities.

Furthermore, unless this gap can be bridged we are faced with a circular dilemma. Adult education provision is limited because there is no apparent demand - and there is no apparent demand because of the limited form of adult education provision. Thus due to the lack of resources available, prophecies of apathy or of a limited role for adult education in the community become self-fulfilling.

The remainder of this study is devoted to determining whether this circle can be broken. The opportunities for development in the new towns, and the peculiar characteristics of these areas have already been considered. Of paramount importance, however, is a consideration of whether there is sufficient interest

in the new town communities for adult education provision to develop - and of the possibilities of translating this interest, if it exists, into a greater degree of involvement. Furthermore, in the light of the present financial limitations, the costs of increasing involvement also have to be taken into account.

To begin to answer these questions and to see whether a new approach in the new towns is not only a speculative possibility but a realistic practicality, a survey of the population in each of the new towns was carried out. The object of the survey was to examine the main characteristics of the population, their degree of interest in adult education activities, and the main reasons why the vast majority do not participate. The results of this study are considered in the next section.

C H A P T E R F I V E

ADULT EDUCATION POTENTIAL IN THE NEW TOWNS

Any study which purports to consider the possibility of more adults becoming involved in educational activities must necessarily concentrate on the non-participating majority, since studies of students, their motivations and characteristics have so far done little in furthering our understanding of why people fail to participate.

To date, however, research into the reasons for non-participation has been limited, particularly in Scotland, where there has yet to be a major enquiry comparable to that undertaken by the National Inst.itute of Adult Education in England and Wales. The Alexander Committee was particularly concerned about the lack of information on which to base its recommendations and indeed felt it necessary to suggest that the Scottish Education Department and the Department of Education and Science make arrangements for questions in this matter to be included in the General Household Survey. [1]

With the exception of the National Institute of Adult Education enquiry, the most extensive empirical studies in Britain have been those concerned with adult students. It has clearly been easier to contact those who are already involved in the field than those who have yet to show interest and a number of authors have

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1 Alexander Report, op.cit., p.17

produced detailed student profiles. These include Styler[1] (1952), Trenaman[2] (1957/8), Gould[3] (1959), Hanna[4] (1964) and Lowe[5] (1970).

From these enquiries it appears that the majority of participants are in the age range 30 - 50, with the mode falling between 35 and 45 - Women greatly outnumber men (the ration being between 2 and 3 to 1), and classes are largely dominated by the middle classes. It has been established that there is a positive correlation between participation and a high level of educational attainment, and it appears that participants are usually also active in a variety of social organisations.

Considerations of the reasons for non-participation, however, have tended to be based on extremely limited evidence. A priori reasons abound, of which the most common is usually 'apathy', yet in most cases the only evidence put forward is a lack of involvement in current activities. Apathy is indeed one possible explanation of the present situation, but the fact that the current low level of involvement may equally well derive from inadequate publicity, inappropriate subject matter or an unsuitable setting is more rarely explored. It

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1 STYLER WE, Who were the students?, University of Manchester 1950
2 TRENAMAN J, Education in the Adult Population in Adult Education Vol. 30 1957-8 pp.216-24
3 GOULD J, The Recruitment of Adult Students, Vaughan College Papers No 5, University of Leicester 1959
4 HANNA I, A Socio-Psychological Examination of the Student Membership of Adult Education Classes in Leeds and changes in the adult population since 1954, M.A. thesis, University of Leeds 1964
5 LOWE J, op.cit. appendix 2

certainly does not follow that a 5% enrolment in existing classes means that the average adult is unwilling to participate in any educational exercise, regardless of its relevance to his interests and needs.

Furthermore, even where studies of non-participants have been undertaken, the conclusions drawn have not always followed logically from the evidence - The study by Green in 1953, for example, was based on questionnaire response rates of 41.4% (participants) and 20.2% (non-participants), from which the observation was made: "This expresses in some measure the apathy between the different groups", though clearly there may be a number of equally possible reasons for this discrepancy (including the way in which the survey was administered). It is similarly debatable whether any real conclusions can be drawn from a study which receives a response rate of 20.2%.

Characteristics of the Population

To ascertain how wide an interest there might be in educational activities in the new towns and to consider the main reasons for current low levels of participation, it was thus decided to carry out a population survey. From the electoral registers of each of the towns, 500 people were selected at random (using random sample numbers) and questionnaires distributed by post. In Livingston a slightly smaller sample of 400 was

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[1] GREEN E, Why this apathy? Allen and Unwin, London 1953

used, as it was decided to deliver and collect the questionnaires by hand, both in an attempt to increase the response rate and as a way of developing contacts that could later be used in the case study. In all cases, however, three attempts at contact were made.

The main purpose of the survey was to determine the knowledge of, and interest in adult education activities amongst the general population but although the questionnaire was very detailed, a response rate of 58.7% was achieved. The number of questionnaires completed in each area can be seen in Table 19.

Table 19 Response Rates to Adult Education Questionnaires

	Sample Size	Number of Replies	Response rate
East Kilbride	500	320	64%
Glenrothes	500	262	52.4%
Cumbernauld	500	271	54.2%
Livingston	400	298	74.5%
Irvine	500	258	51.6%
Total	2,400	1,409	58.7%

Source - Scottish New Town Adult Education Survey

Over half the people in each new town sample therefore completed and returned questionnaires - a figure which could be regarded as surprisingly high if the degree of interest in adult education is indeed mirrored by the 5% of the population who attend classes each year.

This response compares favourably with other British studies, including the National Institute of Adult Education enquiry which achieved an overall contact

rate of 73%. In view of the greater number of replies from Livingston it would appear that the discrepancy in contact rates may well be accounted for by the different techniques involved, since both the National Institute of Adult Education and Livingston surveys relied on the delivery of questionnaires by hand rather than by post. Certainly in neither case does there appear to be evidence to support a widespread apathy.

Adjusting for the small number of incomplete answers (32) 50.3% of the respondents were male and 49.7% female, as compared with the general population percentages in Scotland of 48.2% and 51.8% respectively. It is difficult, however, to consider the representative nature of the sample from any comparison with national data, since new towns are in many ways peculiar in their population structures. Indeed, even comparisons with other Scottish new town surveys are limited, if they are not contemporary, in view of the rapid growth of each new town area. However, there is no reason to suggest that the sample is an unrepresentative one, and every care was taken to ensure its random nature.

In addition to data on sex, questions were asked that related to the age, marital status, occupation, number of children and length of new town residence of each of the recipients. Of these general characteristics, as might be anticipated, it is in the age range of the respondents that the greatest deviation from the national statistics is found.

Table 20 Age range of the Scottish New Town Population as compared with Scotland as a whole

Age	Scottish New Towns	All Scotland
16 - 24	17.1%	18.3%
25 - 34	24.6%	16.4%
25 - 44	22.4%	16.3%
45 - 54	18.3%	16.4%
55 - 64	8.7%	15.8%
65 and over	8.9%	16.8%

Source - 1971 Census Information - Great Britain - Advance Analysis, HMSO London 1972 p.3/ Scottish New Town Adult Education Survey

Even allowing for the fact that East Kilbride and Glenrothes have been established for over twenty five years, and Cumbernauld, twenty, the youthful nature of the population is apparent. Over 40% of the adult population are under 35 and over two thirds under 45 in the new towns, as compared to 34.7% and 51% respectively in the country as a whole. Similarly at the upper end of the scale only 8.9% are aged over 65, as compared to a national figure of 16.8%.

There are differences, too, in the marital status of the two populations (Table 21), which supports the view that those most likely to be attracted to the new town environment are young married couples - and this in turn has consequences in the proportion of adults with young children, 69.8% having children, and 46% having at least one child under the age of eleven.

Table 21 Marital Status of the Scottish New Town Population as compared with Scotland as a whole

	Scottish New Towns*	All Scotland*
Married	81.4%	64.2%
Single	11.4%	25.2%
Widowed/Separated/Divorced	7.2%	10.6%

*Only those aged 16 and over included

Source - 1971 Census Information - Great Britain - Advance Analysis, HMSO, London 1972 p.3/ Scottish New Town Adult Education Survey

Occupation patterns varied according to the particular industries on which the new towns are based, and meaningful conclusions between the areas under study and the national situation are difficult to draw, but using the information obtained to construct the social class structure of the new towns suggests that on the whole they have a working class population that is less than the national average. The differences, however, are not marked (Table 22) and largely derive from a greater percentage of the new town population being in the 'non-manual' sub-division of social class III.

Table 22 Social class of the Scottish New Town Population as compared with Great Britain as a whole

Class	New Town Population	Gt. Britain
I	7.10%	5.29%
II	15.86%	19.41%
IIIN	20.59%	11.04%
IIIM	29.70%	39.04%
IV	20.42%	17.83%
V	6.33%	7.39%

Source - Social Trends 1975 C.S.O. London 1975 Table 2.7/ Scottish New Town Adult Education Survey

The overall picture is thus of a young population consisting mainly of married couples who have children and who approximately mirror the social class structure of the general population. There is still however a considerable amount of movement in and out of the new town areas which suggests that stability has still to be achieved. Despite the fact that East Kilbride, Glenrothes and Cumbernauld are no longer so very new, just under half the population (48.3%) had been living in the new towns for under six years, and one fifth (19.7%) had moved in during the past two years. (Table 23)

Table 23 Length of Residence in the Scottish new towns

Length of residence	%	Cumulative %
Under 1 year	4.9	4.9
1 - 2 years	15.8	20.7
3 - 4 years	17.3	38.0
5 - 6 years	12.6	50.6
7 years and over	46.5	97.1
Living outside the designated area	2.7	99.8
Other	0.2	100

Missing Observations - 64

Source - Scottish New Town Adult Education Survey

Educational Considerations

Having established the general characteristics of the population, questions 11 and 12 of the survey related to the age on completion of full time education and qualifications. In reply to Question 11, 84.7% indicated that they had left school at age 16 or under, while 32.6% had 'O' grades or better qualifications (Tables 24 and 25).

Table 24 Age on completion of full time education

Age	%	Cumulative %
15 and under	72.4	72.4
16	12.3	84.7
17	4.8	89.5
18	2.8	92.3
19	0.4	92.7
20 or over	5.2	97.9
Still completing	2.1	100

Missing Observations - 70

Source - Scottish New Town Adult Education Survey

Table 25 Highest Qualification Obtained

	%	Cumulative %
University Degree or equiv.	4.1	4.1
Teachers Training cert.	1.8	5.9
HNC	1.7	7.6
'A' levels, Highers, Matric	7.5	15.1
'O' levels, 'O' Grades, ONC	17.5	32.6
Other	15.6	48.2
No certificate or qualif.	51.8	100

Missing Observations - 89

Source - Scottish New Town Adult Education Survey

The importance of each of these factors in the possibility of involvement in adult education activities has long been recognised and documented in a number of the studies already mentioned. In general, the conclusion that the longer a person stays on at school and the higher qualification obtained the more likely he/she is to be involved in adult education activities is confirmed by the new town survey (Tables 26 and Table 27).

Table 26 Whether involved in adult education by age on completion of full time education

	15 and under	16	17	18	19	20 and over	Still Completing	No Answer
Yes	30.8	43.6	61.5	45.9	80.0	37.1	25.0	25.0
No	40.0	35.2	20.0	40.5	20.0	42.9	39.3	50.0
No answer	29.2	21.2	18.5	13.5	0.0	20.0	35.7	25.0

Chi square = 178.99226 Degrees of Freedom = 14 Significance = 0.00

Missing Observations - 131

Source - Scottish New Town Adult Education Survey

Table 27 Whether involved in adult education by qualifications obtained

	Univ. degree or equiv.	Teacher Training Cert.	HNC	A levels Highers or Matric	O levels O Grades ONC	Other	None	No Answer
Yes	44.4	58.3	54.5	46.0	47.6	51.9	21.4	21.4
No	44.4	16.7	31.8	30.0	27.7	27.7	47.9	47.9
No answer	11.1	25.0	13.6	24.0	24.7	20.4	30.7	30.7

Chi square = 260.63770 Degrees of Freedom = 14 Significance = 0.00

Missing Observations - 131

Source - Scottish New Town Adult Education Survey

There appears to be a very limited relationship, however, between the level of qualification obtained and the likelihood of participation.

Table 27, for example, would suggest that the most important determinant is whether or not any qualification has been obtained, rather than its particular level, those with 'O' levels or their equivalent being just as likely as those with higher qualifications to participate.

The key factor would consequently seem to be evidence of previous educational success, whatever its level, rather than the possession of high grade qualifications. It will thus be interesting to see if the introduction of another, lower tier of qualification (the Certificate of Secondary Education) enabling more students to enjoy the fruits of educational success, at least in terms of obtaining a certificate, will in no time have a favourable effect on adult student recruitment.

Apart from the age of leaving school, and qualifications obtained, an important factor in the possibility of returning to education in later life would seem to be the impression that school experiences have made. Attitudes to school were mixed (Table 28). Over 50% were glad to leave, but of those only 5.2% claimed that they really disliked school - a figure which must be heartening for those adult educators who are only able to use school premises and who may feel that a high percentage of the population is liable to stay away from such an environment. Indeed, it is equally possible that many

adults will find the holding of classes in such a setting attractive, since over 20% really liked school, and a further 20% left with some regrets.

Table 28 Attitudes towards school

	Number	%
Really liked school	309	23.0
OK, Sorry to leave	297	22.1
OK, Glad to leave	667	49.7
Really disliked	68	5.2

Missing Observations - 68

Source - Scottish New Town Adult Education Survey

In general the relationship between attitudes towards school and the likelihood of becoming involved in adult education activities is a positive one - the more favourable the attitudes towards school, the greater the likelihood of participation in later life, - but on the whole it offers little support to those practitioners who feel that the institutionalised setting of their activities is a major factor in low attendances.

Table 29 Whether involved in adult education activities by attitude towards school

	Really liked	OK - Sorry to leave	OK - Glad to leave	Really disliked	No Answer
Yes	36.9	42.4	30.3	29.4	44.4
No	40.5	33.3	39.7	44.1	33.3
No answer	22.7	24.2	30.0	26.5	22.2

Chi square = 155.33974 Degrees of freedom = 8
Significance = 0.00

Missing Observations - 106

Source - Scottish New Town Adult Education Survey

Each of these characteristics, age of leaving school, qualifications obtained and attitudes towards achool are clearly interrelated, and each plays a part in building up a picture of why some adults attend classes and some do not. None of the relationships, however, is sufficiently marked as to suggest that school experiences are the key element in any such analysis.

Knowledge of adult education provision

Question 16 stated: "Some adults who have left school like to keep up their interests or take up new ones. Classes are sometimes provided where they can learn about things like car maintenance, handicrafts or other leisure time activities, or take courses to help them improve their qualifications. If a friend of yours wanted to do something like this, where would you advise him or her to make enquiries?"

The disturbing factor about Table 30 is that so few people identified their local centre (12.6%), the local authority (26.4%) or a local college (1.8%). Only two fifths therefore mentioned the main sources of provision and only one in eight clearly know where their local centre (or indeed any centre in their town) was or would refer to it for adult education information.

At first glance, it may appear that the length of residence in the new town is an important influence on this situation, and it would seem logical that centres were not identified due to either their 'newness' or that of the residents.

Table 30 Source of adult education information

	Number	%
Library	80	5.7
Identified Centre	177	12.6
Local Authority	372	26.4
Citizen's Advice Bureau	239	17.0
College or University	26	1.8
Government Department (e.g. employment exchange)	45	3.2
Local information centre	167	11.9
Press	25	1.8
Don't know	97	6.9
No answer	181	12.8

Source - Scottish New Town Adult Education Survey

However, apart from the fact that three of the new towns have been established for twenty years and have long histories of adult education provision, Table 31 reveals little change in response, with the length of residence. Apart from a lower percentage referring to the local centre if they have been living in the town for under a year, there is no dramatic, or indeed steadily increasing awareness as the length of residence increases.

It is tempting to deduce too much from tables such as these, since organisations such as the Citizen's Advice Bureaux, Local Information Centres and Libraries do indeed carry information on adult education classes, but it is an intriguing possibility that perhaps as high as 60% of the population do not know that adult education classes exist or are provided by the local education authority. Certainly it would be unfair to label these people apathetic, if they have never been informed that adult education activities are available.

Table 31 Source of Adult Education information by length of residence on the new town

	Und 1 year	1-2 yrs	3-4 yrs	5-6 yrs	7 yrs & ov.	Outs area	No Answer
Library	9.1	6.1	3.0	5.9	6.5	5.6	0.0
Identified Centre	7.6	11.3	16.3	15.3	12.6	5.6	0.0
Local Authority	22.7	31.6	28.8	24.7	26.4	30.6	0.0
Citizens' Advice Bureau	18.2	10.8	16.3	22.4	19.5	16.7	0.0
College or University	6.1	2.8	3.0	2.4	0.8	0.0	0.0
Govt. Dept.	4.5	4.7	1.7	1.8	3.5	8.3	0.0
Local Info Centre	9.1	14.2	14.2	14.7	11.0	11.1	0.0
Press	1.5	0.5	0.4	0.6	3.4	0.0	0.0
Don't know	12.1	6.1	6.4	5.9	6.9	5.6	0.0
No answer	9.1	11.8	9.9	6.5	9.4.	16.7	0.0

Chi square =85.63928 Degrees of Freedom = 54
Significance = 0.00

Missing Observations - 64

Source - Scottish New Town Adult Education Survey

Involvement in Classes

In fact 6.1% of the population claimed that they were currently attending a class and a further 26.6% that they had done so in the past. It is interesting to note the difference between the number of people who have taken a class at one time or other (32.7%) and the 5% or6% who attend classes each year. The often heard statement that it is the same group of people who attend classes year after year is not borne out by the evidence, since as many as one in three return to some form of educational activity after leaving school. It follows that the percentage of adults who attend classes regularly is even smaller than the 6.1% (new town survey)

and 4.45% (Alexander national average, based on enrolments), thus making the 'continuing' nature of adult education even more marginal than the statistics would suggest.

Table 32 Date of previous class

	Number	%	Cumulative %
Currently attending	86	6.1	6.1
1 - 2 years ago	108	7.7	13.8
3 - 4 years ago	73	5.2	19.0
5 - 6 years ago	57	4.0	23.0
7 - 8 years ago	28	2.0	25.0
9 - 10 years ago	19	1.3	26.3
Over 10 years ago	86	6.1	32.4
Not given	4	0.3	32.7
None	520	36.9	69.6
No answer	428	30.4	100

Source - Scottish New Town Adult Education Survey

More importantly, perhaps, from the practitioners' point of view is the fact that the potential for adult education involvement may be considerably higher than current enrolment figures would suggest. Even if we restrict our considerations to existing adult education classes, without reference to possible improvements in the system, one third of the adult population will attend classes at some time during their lifetime.

If we wish to see an increase in yearly enrolments and rates of participation, it is not necessary therefore to attract into the system those who appear to have no interest. A considerable growth could be achieved if those students who returned to educational activities after leaving school did so on a regular basis (assuming that resources were available). While it is clearly unrealistic to expect all those adults who may wish to

attend classes at one time or another to do so every year, it would seem to be an issue of major importance that such a gap exists.

A number of reasons suggest themselves as to why this should be the case - notably the lack of progression in the system and the similarity of programmes from year to year illustrated in Chapter 4 but considerably more research is required in this area before any definitive answers might be considered. In addition to asking the question "Why does the present service seem unattractive to the bulk of the population?" we must also enquire as to "What is wrong with the present system that it fails to hold those whom it attracts?"

Image of Adult Education Students

Question 19 (What sort of people do you think are likely to go to the kind of classes we have been talking about?) - i.e. those mentioned in Question 16 - was designed to see whether adult education has a particular kind of image (for example only for the middle class), that might account for the reluctance of many to participate. Encouragingly, no strong bias could be detected (Table 33).

An interesting aspect of this table is that the profile of the adult education student built up by those who have largely never been to a class is somewhat different from reality. The adult education programme does not have the image of being mainly for women (A), nor indeed does the age pattern (C) comply with the

Table 33 What sort of people do you think are likely to go to the kind of classes we have been talking about?

(A)	%	(B)	%	(C)	%
Mostly men	13.7	Mostly single	12.0	Mostly under 35	36.4
Mostly women	22.1	Mostly married	36.7	Mostly over 35	15.1
Both	48.6	Both	35.1	Both	32.1
Don't know	5.5	Don't know	5.7	Don't know	6.0
No answer	10.1	No answer	10.5	No answer	10.5

(D)	%	(E)	%	(F)	%
Mostly middle class	14.6	Mostly well educated	15.0	Mostly lonely	5.3
Mostly working class	30.0	Mostly not well educated	12.8	Mostly good mixers	26.5
Both	38.7	Both	54.5	Both	47.1
Don't know	5.9	Don't know	7.0	Don't know	10.4
No answer	10.8	No answer	10.6	No answer	10.7

Source - Scottish New Town Adult Education Survey

national picture with 36.4% seeing adult education as being mainly for those under thirty five and only 15.1% regarding it mainly as an activity for those over this age.

The middle class structure has not come across to the new town population on either - indeed if anything the reverse is true with 30.0% regarding adult education as being populated mostly by the working class and only 14.6% considering it middle class dominated.

Most important of all, perhaps, from the adult education point of view is the fact that the most 'balanced' view is in the area pertaining to educational background, with only 15.0% (mostly well educated) and 12.8% (mostly not well educated) regarding it in polarised terms.

On the basis of these opinions, the typical adult education population would be of all educational backgrounds, mostly under 35, with an emphasis on working class occupations, containing slightly more women than men, who are generally good at mixing. This clearly contrasts with the national pattern of the characteristics of those who do attend.

Reasons for Attendance at Classes

When asked to consider why people attended adult education classes, the strength of vocational/qualification motives was particularly apparent, with other motivations of considerably less import.

Table 34 Main reason suggested for attendance at classes (Participants and non-participants)

	Number	%
To get on in their present job	223	18.6
To help them get a better job	218	18.2
To improve their qualifications	274	22.8
To fill gaps in their earlier education	100	8.3
Out of general interest	74	6.2
Because of a special interest in the subject of the class	162	13.5
To do something practical or creative	41	3.4
As a hobby	41	3.4
To relax	13	1.1
To be entertained	1	0.1
To help them get on better with their children	5	0.4
To be better educated for the sake of their family	16	1.1
To meet others, often with similar interests	26	1.8
To keep fit	3	0.2
To prepare for retirement	3	0.2

Missing observations - 209

Source - Scottish New Town Adult Education Survey

Job or vocational motives were suggested as the most important reason by 59.6% of the population while only 6.8% saw adult education activities primarily as a way of developing a hobby or doing something practical or creative. If we weight the reasons suggested - (x3 for the most important, x2 for the second, and x1 for the third) - a rank order of reasons that the general public believe are the most important in attracting people to classes can be constructed. (Table 35) Once again, vocational motives are by far the strongest - as, indeed, we would expect, given the age structure of the population - although the non-vocational reasons (because of a special interest) assume a greater importance than heretofore.

Table 35 Rank order of reasons given for class attendance (Main reason x3, 2nd reason x2, 3rd reason x1)

	Number	Rank order
To improve their qualifacations	1338	1
To help them get a better job	1042	2
Because of a special interest in the subject of the class	914	3
To get on in their present job	896	4
To fill gaps in their earlier education	654	5
As a hobby	468	6
To do something practical or creative	453	7
Out of general interest	430	8
To meet others, often with similar interests	409	9
To be better educated for the sake of their family	205	10
To relax	184	11
To keep fit	59	12
To help them get on better with their children	58	13
To prepare for retirement	43	14
To be entertained	22	15

Source - Scottish New Town Adult Education Survey

Reasons for Non-attendance at Classes

A similar exercise can be performed on the opinions of the general public as to why people do not attend classes. Table 36 outlines the main reasons. By far the most important suggested are that people in general can't be bothered, are too busy or have no energy after a day's work (accounting for the most important reason in 59% of cases), but a lack of interest in the subjects offered (8.3%) and a feeling that classes are too difficult (7.9%), as well as family restrictions (11.6%) all received a significant number of mentions.

Table 36 Main reason suggested for non-attendance at classes (Participants and non-participants)

	Number	%
They are too busy with other things	264	21.8
They have no time or energy left after a day's work	190	15.7
They are not interested in the subject of the class	100	8.3
They feel that classes are going to be difficult for them	96	7.9
The classes are held at inconvenient times	35	2.9
It is too difficult to get away from their children or families	140	11.6
They do not know such classes exist	32	2.6
The classes are held in schools or other unsuitable surroundings	5	0.4
The classes are held at places which are too far away or inconvenient	38	3.1
The classes are intended for people from a different social class	9	0.7
They are not interested in being better educated	42	3.5
They just can't be bothered	260	21.5

Missing Observations - 198

Source - Scottish New Town Adult Education Survey

Although the main reasons suggested (Can't be bothered/Too busy and no energy) are outwith the control of the adult educator, the rank order of the remaining should be of interest and concern. The problems of getting away from the family, for example, may be aided considerably by the provision of crèche facilities, while it is clear that the image of classes being 'too difficult' is likely to be far more off-putting than the fact that classes tend to be held in schools (ranked last of all). This largely confirms the earlier findings relating to the age, qualifications and attitudes towards school of participants and non-participants, suggesting that it is school success rather than whether the school experience

was enjoyable or not that is likely to be the more important factor.

There is little to suggest either that in the new towns at least, adult education has a strong 'class interest' - again supportive of the evidence in Table 33 - while a lack of interest in the subjects offered is more important a reason than a lack of interest in education generally.

Table 37 Rank order of reasons given for non-attendance at classes (Weighted - Main reason x3, 2nd reason x2, 3rd reason x1)

	Number	Rank order
They just can't be bothered	1273	1
They are too busy with other things	1260	2
They have no time or energy left after a day's work	1013	3
It is too difficult to get away from their children or families	826	4
They feel that classes are going to be too difficult for them	659	5
They are not interested in the subject of the class	568	6
They are not interested in being better educated	396	7
They do not know such classes exist	302	8
The classes are held at places which are too far away or inconvenient	302	9
The classes are held at inconvenient times	285	10
The classes are intended for people from a different social class	91	11
The classes are held in schools or other unsuitable surroundings	71	12

Source - Scottish New Town Adult Education Survey

Interest in Vocational Courses

Having established why people thought adult education classes were or were not attended, question 22 ("If you could find in the new town a course organised that would

help you with your job or career, would you seriously consider going to it?) was designed to indicate the general interest among respondents in a vocationally-oriented activity. Despite a slight negative bias to the question ('not sure' being a possible answer), 57.5% of the population indicated that they would.

Table 38 Whether interested in a job class by sex

	Male	Female	(Overall)
Yes	64.9	50.6	57.5
No	16.4	19.8	18.4
Not sure	18.7	29.5	24.1

Chi square = 28.36830 Degrees of Freedom = 2
Significance = 0.000

Missing Observations - 147

Source - Scottish New Town Adult Education Survey

Although, as might be expected, the number of men interested in such a class was higher than that of women, it is nonetheless significant that over half the women respondents replied in the affirmative.

Even more noticeable is the declining interest in the possibility of such a class with age (Table 39). With peak interest in the 25 - 34 age group, as we would expect in accordance with Havighurst's analysis, the percentage interest falls from 67.3% to 38.1% for those aged 55 - 64.

Not perhaps so expected, however, is the more gradual falling off of interest with length of residence in the new town, or indeed the difference between those living in and outside the designated areas. As Table 40

illustrates, it is the relative newcomer who shows the most interest.

Table 39 Whether interested in a job class by age

	Under 18	18-24	25-34	35-44	45-54	55-64	65+
Yes	100	63.0	67.3	62.1	51.5	38.1	23.9
No	0	10.4	12.3	13.1	21.6	37.1	55.2
Not sure	0	26.5	20.4	24.8	27.0	24.8	20.9

Chi square = 124.82991 Degrees of Freedom = 12
Significance = 0.0

Missing Observations - 142

Source - Scottish New Town Adult Education Survey

Table 40 Whether interested in a job class by length of residence in the new town

	Under 1 yr.	1-2 yrs	3-4 yrs	5-6 yrs	7 & over	Outs area	No Answer
Yes	62.5	64.8	64.3	57.8	53.0	41.9	0.0
No	12.5	14.6	15.8	19.3	20.2	16.1	0.0
Not sure	25.0	20.6	19.9	23.0	26.5	41.9	0.0

Chi square = 20.56406 Degrees of Freedom = 12
Significance = 0.0571

Missing Observations - 143

Source - Scottish New Town Adult Education Survey

Turning to the influence of the school and previous educational experiences, a somewhat closer relationship can be detected than heretofore. Although attitudes towards school seem to be of little importance (Table 41) there is an obvious connection between the interest in a job class and both age on completion of full time education (Table 42) and previous qualifications.

Table 41 Whether interested in a job class by attitude towards school

	Really liked	OK, Sorry to leave	OK, Glad to leave	Really disliked	No answer
Yes	57.3	63.4	54.8	62.3	40.0
No	22.9	14.0	18.2	18.0	20.0
Not sure	19.8	22.6	27.1	19.7	40.0

Chi square = 15.12298 Degrees of Freedom = 8
Significance = 0.0568

Missing Observations - 132

Source - Scottish New Town Adult Education Survey

Table 42 Whether interested in a job class by age on completion of full time education

	15 & under	16	17	18	19	20 & over	Still Completing	No answer
Yes	53.5	61.9	69.8	75.7	80.0	79.4	64.3	25
No	19.7	17.5	12.7	5.4	0.0	11.8	21.4	50
Not sure	26.8	20.6	17.5	18.9	20.0	8.8	14.3	25

Chi square = 40.09396 Degrees of Freedom = 14
Significance = 0.0002

Missing Observations - 131

Source - Scottish New Town Adult Education Survey

Table 43 Whether interested in a job class by qualifications

	Univ. degree or equiv.	Teacher Training Cert. Cert. Ed or equiv	HNC	A levels Highers or Matric	O levels O Grades ONC	Other	None	No Answer
Yes	77.4	83.3	72.7	70.4	62.8	61.3	50.3	31.8
No	15.1	4.2	18.2	13.3	15.0	16.8	21.0	36.4
Not sure	7.5	12.5	9.1	16.3	22.1	22.0	28.7	31.8

Chi square = 51.00711 Degrees of Freedom = 14
Significance = 0.0000

Missing Observations - 131

Source - Scottish New Town Adult Education Survey

Taken in conjunction, these three tables emphasise the importance of previous educational experience on the possibility of considering attending a job-oriented class.

A similar analysis can be applied to question 23 (Would you go to a class to improve your qualifications?). Once again there was a high affirmative response, although the differences in attitude between men and women are not nearly so marked. (Table 44).

Table 44 Whether interested in a qualification class by sex

	Male	Female	(Overall)
Yes	56.8	53.9	(55.1)
No	23.5	22.0	(23.0)
Not sure	19.8	24.1	(21.9)

Chi square = 3.50130 Degrees of Freedom = 2
Significance = 0.1737

Missing Observations - 147

Source - Scottish New Town Adult Education Survey

The decline in interest with age (Table 45), however, is very similar to that demonstrated in Table 39, as indeed is the fall-off in interest with length of residence in the new town (Table 46). In each case, however, the general level of interest is lower.

Parallels can also be drawn with Tables 47, 48 and 49, which relate to the respondents previous educational experiences. Table 47, which analyses the interest in a qualification class by the attitude towards school, however, indicates somewhat more of a relationship than in the job class situation, affirmative replies being received from 57.9% and 63.1% of those with favourable

school impressions, as compared to 50.7% and 51.6% from those without.

Table 45 Whether interested in a qualification class by age

	Under 18	18-24	25-34	35-44	45-54	55-64	65+
Yes	33.0	62.7	60.6	60.3	50.8	34.6	31.4
No	0.0	15.4	18.2	15.8	26.7	40.4	58.6
Not sure	66.7	21.9	21.2	23.9	22.5	25.0	10.0

Chi square = 100.81227 Degrees of Freedom = 12
Significance = 0.0

Missing Observations - 142

Source - Scottish New Town Adult Education Survey

Table 46 Whether interested in a qualification class by length of residence in the new town

	Under 1 yr	1-2 yrs	3-4 yrs	5-6 yrs	7 yrs & over	Out-side	No Answer
Yes	60.9	63.2	60.3	53.5	51.0	51.6	0.0
No	18.8	16.9	21.0	28.3	24.1	19.4	0.0
Not sure	20.3	19.9	18.7	18.2	24.8	29.0	0.0

Chi square = 22.0649 Degrees of Freedom = 12
Significance = 0.037

Missing Observations - 145

Source - Scottish New Town Adult Education Survey

Table 47 Whether interested in a qualification class by attitude towards school

	Really liked	OK. Sorry to leave	OK. Glad to leave	Really disliked	No Answer
Yes	57.9	63.1	50.7	21.6	25.0
No	26.2	17.9	23.7	24.2	25.0
Not sure	15.9	19.0	25.6	24.2	50.0

Chi square = 22.74869 Degrees of Freedom = 8
Significance = 0.0037

Missing Observations - 133

Source - Scottish New Town Adult Education Survey

Table 48 Whether interested in a qualification class by age on completion of full time education

	15 & under	16	17	18	19	20 & over	Still Completing	No answer
Yes	51.9	64	67.2	70.3	80.0	59.4	46.2	42.9
No	24.7	16.1	10.9	10.8	20.0	31.9	26.9	42.9
Not sure	23.5	19.9	21.9	18.9	0.0	8.7	26.9	14.3

Chi square = 31.72456 Degrees of Freedom = 14
Significance = 0.0044

Missing Observations - 132

Source - Scottish New Town Adult Education Survey

The importance of the age of completing full time education is once again apparent, only 51.9% of those leaving school at 15 or under being interested in the possibility of a qualification class, as compared to 70.3% of those who left school at 18.

The influence of existing qualifications on the possibility of taking a qualification class, however is not so evident.

Table 49 Whether interested in a qualification class by qualifications

	Univ. degree or equiv.	Teacher Training Cert.	HNC	A levels Highers or Matric	O levels O Grades ONC	Other	None	No answer
Yes	51.9	83.3	63.6	66.7	59.8	63.0	48.9	36.4
No	38.9	4.2	18.2	14.6	17.9	20.6	25.4	50.0
Not sure	9.3	12.5	18.2	18.8	22.3	16.4	25.7	13.6

Chi square = 52.4414 Degrees of Freedom = 14
Significance = 0.0000

Missing Observations - 132

Source - Scottish New Town Adult Education Survey

It is not difficult to suggest reasons why this should be the case. There are clearly two possible conflicting pressures on a person as he or she moves up the qualification scale - firstly to improve his or her qualifications further, or secondly (particularly at the top end of the scale) to consider that qualifications sufficient for the purpose in mind have been obtained. It is the relative strengths of these opposing forces that will determine the percentages in each qualification category and which makes the possibility of a close correlation unlikely.

Interest in Non-vocational Classes

When it came to considering whether there was any degree of interest in non-vocational activities (Questions 24, 25 & 26), a high level was discovered. In response to question 25 (Would you seriously consider going to a series of films or talks on any of these subjects if they were held in the new town), 61% indicated that they would.

Table 50 Numbers who would consider attending a non-vocational educational activity

	Numbers	%
Yes	796	61.0
No	202	15.5
Not sure	306	23.5

Missing Observations - 105

Source - Scottish New Town Adult Education Survey

In an attempt to discover which areas would be of greatest interest, respondents were asked to indicate which subjects they would like to pursue further.

Table 51 summarises these replies. The interest in family and practical classes is noticeable, with some of the traditional staples of adult education programmes (Cookery, Foreign Languages, Handicrafts, Art, Dressmaking and Photography) less popular - a factor which obviously raises questions as to the suitability of existing adult education programmes to the new town environment.

In addition it should be noted that 16.5% of the population added suggestions (Question 26) as to the type of facilities they would like to see in an adult education programme not included in the list offered - yet another indication of interest in the field over and beyond that indicated in existing programmes.

Of these suggestions, 54% were already being offered in the corresponding areas, whilst the remainder included radio and T.V. communications, metallurgical studies, social welfare courses, engineering subjects, welding, computer languages, riding and stable management, wood refinishing techniques, technical drawing, graphic design, enamelling, nursing and astronomy.

The breakdown of this interest in non-vocational classes as between men and women is given in Table 52. The differences are much less than either of the questions relating to an interest in job or qualification classes, with only a 4% discrepancy between the two affirmative replies. Indeed while more men than women indicated an interest once again, more men also stated that they would not consider such a possibility, the balancing item being that a greater number of women were 'not sure'.

Table 51 Numbers indicating they would attend a non-vocational activity by subject

1	Child behaviour	170	14 The Law and You	68
2	Car Maintenance/Motoring	141	15 Music	67
3	Do it yourself	126	16 General Education	62
4	Money matters	102	17 Social Sciences	58
5	First Aid/Health Ed	98	18 Art	54
6	Local History/History	95	19 Local Govt.	52
7	Gardening	93	20 Dressmaking	51
8	Social Services	91	21 Photography	47
9	Cookery	74	22 Theatre/Drama	39
10	Scottish Culture	74	23 Science	34
11	Foreign Languages	71	24 Geography	30
12	Buying a house	70	25 Pre-retirement	29
13	Handicrafts	69		
			Total	1,865

Source - Scottish New Town Adult Education Survey

Table 52 Whether would attend non-vocational class by sex

	Male	Female	(Overall)
Yes	63.0	59.0	61.0
No	15.6	15.2	15.5
Not sure	21.4	25.8	23.5

Chi square = 3.62701 Degrees of Freedom = 2
Significance = 0.1631

Missing Observations = 122

Source - Scottish New Town Adult Education Survey

Age, too, is a less important factor in classes of a non-vocational nature (Table 53). A 6.5% range covers all the age groups from 18 to 54, each of which indicates over 60% of the population being interested. There is subsequently a decline between the 45 - 54 and 55 - 64 age bands and a 14.2% reduction thereafter.

Table 53 Whether would attend a non-vocational class by age

	Under 18	18-24	25-34	35-44	45-54	55-64	65+
Yes	66.7	64.6	60.8	65.2	60.3	56.5	42.3
No	0	10.5	10.9	11.7	18.2	28.7	37.2
Not sure	33.3	24.9	28.3	23.1	21.5	14.8	20.5

Chi square = 62.37228 Degrees of Freedom = 12
Significance = 0.0000

Missing Observations - 116

Source - Scottish New Town Adult Education Survey

Comparisons can also be drawn with the effect of length of residence in the new town (Table 54) and once again the first four years appear to be the most likely for adult education involvement. The high percentage of newcomers to the towns who would seriously consider joining a class (70.8%) is particularly noticeable, although there are clearly a number of different explanations as to why this should be the case. On the one hand it may be interpreted that the adult education class is seen as one way of making contacts in the new environment - and that the prime reason for joining is a social one. Alternatively, however, it could be argued that the move to a new town indicates a general willingness to accept new experiences - and, for many, brings with it a sense of 'improvement', which in turn may be translated into a greater willingness to join an adult education activity. Whatever the reason, the adult educator has an excellent starting point from which to develop.

Table 54 Whether would attend non-vocational class by length of residence in the new town

	Under 1 yr	1-2 yrs	3-4 yrs	5-6 yrs	7 & over	Outs area	No Answer
Yes	70.8	62.8	65.9	58.4	59.3	50.0	0.0
No	4.6	12.1	11.2	20.5	17.2	16.7	0.0
Not sure	24.6	25.1	22.9	20.1	23.5	33.3	0.0

Chi square = 19.30074 Degrees of Freedom = 12
Significance = 0.08

Missing Observations - 121

Source - Scottish New Town Adult Education Survey

The effects of previous educational experience in the possibility of involvement in non-vocational classes may be deduced from Tables 55, 56 & 57. The three major factors considered before - age on leaving school, attitudes towards school and qualifications abtained, are once again related to the possibility of joining in an educational activity, although the influence of each is less significant. There is little difference in replies, for example, from those who left school at 16, 17 or 18 - indeed there is a remarkable uniformity across the sector, an 11.4% spread covering all leaving-age possibilities. This contrasts markedly with the 49.2% range (30.7% if we omit the 19 leaving-age possibility) in Table 26, (Whether actually involved in adult education activities by age on completion of full-time education), a 26.5% (25.9%) range in Table 42 (Whether interested in a job class by age on completion of full-time education), and a 28.1% (18.4%) one in Table 48 (Whether interested in a qualification class by age on completion of full-time education). Indeed there is a steady levelling-off process as we move

from the specifically vocational (job class) through qualifications to non-vocational possibilities.

Table 55 Whether would attend non-vocational class by attitude towards school

	Really liked	OK, Sorry to leave	OK, Glad to leave	Really disliked	No answer
Yes	62.4	67.0	58.3	58.2	44.4
No	18.0	8.4	16.5	22.4	33.3
Not sure	19.7	24.6	25.2	19.4	22.2

Chi square = 21.04224 Degrees of Freedom = 8
Significance = 0.0070

Missing Observations - 106

Source - Scottish New Town Adult Education Survey

Attitudes towards school once again appear to have some effect, as in the possibility of attending a qualification class (Table 47). Indeed, it is only in the question of the possibility of joining a job class that a liking or dislike for school seems immaterial, (Table 40) but the differences in response are clearly not as wide and this factor would thus seem to be of relatively minor importance. Similarly, the effect of qualifications on replies is not conclusive, although there is a tendency for those with higher qualifications to reply in the affirmative. The percentage doing likewise with no qualifications, however, (56.8%) is higher than in either the question relating to the possibility of a job class (50.3%) or a qualification class (48.9%).

Table 56 Whether would attend non-vocational class by age on completion of full-time education

	15 & under	16	17	18	19*	20 & over	Still Completing	No answer
Yes	58.4	69.8	69.2	66.7	60.0	64.3	64.3	60
No	17.7	5.6	10.8	8.3	40.0	11.4	17.9	40
Not sure	23.9	24.7	20.0	25.0	0.0	24.3	17.9	0.0

*Based on only 5 replies

Chi square = 30.57669 Degrees of Freedom = 14
Significance = 0.0064

Missing Observations - 105

Source - Scottish New Town Adult Education Survey

Table 57 Whether would attend non-vocational class by qualifications

	Univ. degree or equiv.	Teacher Training Cert.	HNC	A levels Highers or Matric	O levels O Grades ONC	Other	None	No answer
Yes	66.7	70.8	77.3	75.0	58.8	68.4	56.8	46.2
No	14.8	4.2	9.1	7.0	15.8	13.0	17.5	30.8
Not sure	18.5	25.0	13.6	18.0	18.7	18.7	25.7	23.1

Chi square = 29.77232 Degrees of Freedom = 14
Significance = 0.0082

Missing Observations - 105

Source - Scottish New Town Adult Education Survey

Possibilities of Day Time Provision

Finally, the attention of the survey was turned to the possible interest in daytime provision. Question 21 asked quite simply "Could you attend classes during the daytime if special arrangements were made for looking after your children?" Table 58 summarises the replies.

Table 58 Whether would attend a day class if suitable arrangements for looking after children could be made

	Number	%
Yes	224	17.6
No	631	49.6
Not sure	73	5.7
Not applicable (i.e. full time employment)	343	27.0

Missing Observations - 138

Source - Scottish New Town Adult Education Survey

There is clearly a potential in the new town environment for such provision, with 17.6% of the population stating that they would be available in the daytime to attend educational activities. In none of the new towns, however, was daytime provision developed (with the exception of a small number of activities provided by the Youth and Community Service).

Comparison with other studies

It is interesting to compare these results with those obtained in the National Institute of Adult Education survey over the period 1966-9, although the degree of comparability is limited by a number of factors relating to the timing and administration of each.

In terms of scale, the NIAE enquiry, for example, involved the interviewing of 3,549 people in seven areas (CF this study - 5 new towns and 2,400 questionnaires distributed), with an overall contact rate of 73% (CF 58.7%). It was conducted over the period 1966-9 (CF 1972-4) and involved interview techniques rather than a major reliance on the postal questionnaire. Furthermore,

although a number of the questions asked were similar in nature, the new town questionnaire was drawn up with different aims and drew its inspiration from a number of sources, of which the NIAE study was but one.

Nevertheless, bearing these provisos in mind, a number of similarities in results can be detected. Firstly, in both cases the response rate was high (73% NIAE/ 58.7% New Towns) and as a first indicator of general interest in adult education amongst the general population, cannot be taken as evidence of widespread apathy. It contrasts with Green's study in 1953, for example, when a rate of 20.2% was achieved.

Overall, the NIAE study suggested that about one quarter of those interviewed as a random sample of the adult population over the age of 18 in the seven areas claimed to have attended personal and social interest classes at some time, while approximately two fifths claimed some enrolment in adult education activities, more widely defined, after completing full time education. The NIAE study, however, recognised that there were wide differences between areas and that the proportion varied from one third to one half.

The new town study in turn supports this data, with 32.7% of the adult population having been involved at some time in such an activity, although the new towns as a unit are at the lower end of the scale. This is to be anticipated, ceteris paribus, due to the peculiar age structure of the population, since a predominantly 'young' population will have had less opportunity of involvement

than an older one. While this appears to be the most likely explanation it is also possible that the relatively low percentage derives from an inappropriate programme, although the evidence for such an argument is limited. (It would require, for example, a full discussion of the appropriateness or otherwise of the activities in each of the NIAE areas, for which information is not available).

The NIAE survey largely confirmed, too, that people who have extended schooling and higher education are more likely to join adult education classes than others - although the study made no attempt to relate the obtaining of qualifications to the possibility of future enrolment. Of those who had left school at 15 or under, over 50% had never enrolled for a class, as compared to only 36% for those leaving school at 17 or over (Compare Table 26 New Town Study).

Table 59 NIAE survey - Percentage of population sample enrolling in classes, compared with age on leaving school

	Under 15	15	16	17+
Never enrolled	70	53	33	36
Enrolled at sometime				
Previously only	27	40	56	53
Previously and currently	2	5	9	8
Currently only	-	2	2	3

Source - Adapted from Table P2 NIAE - Provision for Adult Education - 1970 p.79

There were similarities, too, in the motivations for attending classes and for non-attendance (Table 60 and 61). It is particularly notable that in the latter case, of those who never enrolled, only 8% attributed non-enrolment to attributes of the learning situation,

although in the new town study such factors as the inconvenience of class times, a feeling that classes would be too difficult and classes held too far away accounted for 14.3% of the main reasons alone amongst the general population.

Table 60 NIAE Survey - Percentages of men and women endorsing reasons for enrolling (Participants and non-participants)

Work (Present/Future/Possible)	33
Know more about subject	6
Self development	38
Family and Personal	7
Leisure/hobbies/travel	3
Social contracts and satisfactions through class	13

Source - Adapted from Table P13 NIAE - Provision for Adult Education op. cit. p.94

When asked, "Is there anything in particular that you would like to know more about or would like to learn to do better?", 53% of the population sample in the NIAE survey indicated one or more subjects falling generally within the range covered by the providing bodies. This compares with 61% in the new town areas (non-vocational classes) and percentages of 57.5% (Job class) and 55.1% (Qualification class).

Apart from these similarities, however, there were also a number of areas of contrast between the two studies. Once again, care must be taken in drawing conclusions between studies which involved different techniques, different regions and a different time, but there were marked differences in a number of areas that, with this proviso, seem worthy of note.

Table 61 NIAE Survey - Population Sample - Reasons given (%) for ceasing to attend the last class in which enrolled; not being currently enrolled (by those enrolled previously); not being currently enrolled (by those never enrolled)

Categories of reason	Ceased to attend last class	Previously enrolled Not Currently	Never enrolled
Domestic and external (e.g. nature of job, changed address)	54	34	47
General attitudes (e.g. lost interest, too lazy, lack of time)	21	58	64
Learning situation (e.g. time of class, unaware of facilities)	31	10	8

Source - Adapted from Table P15 NIAE - Provision for Adult Education op. cit. p.97

The first of these relates to knowledge of the existence of adult education classes. The NIAE study found that almost three quarters of the members of the population sample claimed knowledge of places where classes were provided and three fifths knew of sources of information about them. While the new town study does not refute this possibility, since recipients were asked a different question i.e. Where would you advise a person to go to find information about adult education classes; the fact that only 12.6% identified their local centre clearly calls it into question.

Secondly, there was a wide discrepancy in the numbers endorsing work-related/qualification motives between the two groups. In the NIAE study, 33% endorsed work-related reasons, as compared to 56.8% (Job only) and 59.6% (Job/

qualification) in the new town studies.

Table 62 NIAE Survey - Comparisons of main groups of reasons for and benefits from enrolment - with New Town Study

	NIAE %	New Town %
Work related	33	59.6 (incl. qualif)
Know more about subject	6	13.5
Self development	38	8.3
Family and personal	7	1.5
Leisure/holidays/hobbies	3	14.2
Social contracts through class	13	1.8

Source - Adapted from Table P13 - NIAE - Provision for Adult Education op. cit. p.94

In the new towns adult education was seen very much more in 'vocational' terms, with little attention being paid to either its social or family value. While this may be partly accounted for by the age structure of the population, it could also be argued that the benefits of existing non-vocational programmes had not been apparent.

A detailed comparison of the main reasons for non attendance is not possible, due to considerable differences in the classification system used by both studies - although both studies indicate that a high percentage of the reasons for non-attendance are within the adult educator's control (i.e. those relating to the learning situation, class advertising). In the NIAE survey this percentage varied from 31% for those who had recently 'dropped out' of a class, to 8% for those who had never enrolled, while in the new town areas the overall percentage was 25.9%.

Many of the differences between the studies were ones of degree, which might well be accounted for by discrepancies in the areas under consideration. Hence the new towns revealed one of the lowest percentages in adult education involvement (32.7%) as compared to an overall figure of 42% in the NIAE study and a range of between 33% and 48% - although a higher potential in that 61% said they would seriously consider attending a class, as compared with 53% in the NIAE areas.

As the NIAE survey pointed out, however,

> It should be stressed that the known variations in local circumstances and in the character of provision for adult education in different areas are very large. The broad conclusions advanced in this report may be sharply denied in particular places. [1]

The importance of community considerations was thus recognised and borne out in the new town studies.

Conclusions

What conclusions can we draw from these results? Firstly by the response to the questionnaires and the degree of interest indicated in both vocational and non-vocational classes, it would appear that the potential for adult education in the new towns is considerably greater than current attendances would suggest.

There are still a number of disturbing gaps. Firstly between the 61% who would seriously consider

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1 National Institute of Adult Education: Adequacy of Provision op.cit., p.203

attending classes and the 32.7% who actually do so in their lifetime - and secondly between both these figures and the 5% who attend classes each year.

While it is possible to discover factors that appear to influence this situation and are largely outwith the adult educator's control - there is a relationship between previous educational experience and the likelihood of involvement, as well as a high percentage of the population who 'can't be bothered' - there are nonetheless a number of useful points of intervention.

From the new town study, publicity would seem to be a major factor - indeed one that is far more important than the often expressed fears that adult education has a 'middle class' image, and that the working class is unlikely to be attracted to the 'package deal' that evening classes offer (Clyne).[1] The real problem may be that adult education has no image, although, as the aurveys have shown, if people can be encouraged to think about it, a considerable amount of interest can be generated. There is certainly no evidence to suggest that the majority of the population would reject the idea of going to an evening class out of hand, or that schools hold hidden memories of days gone by that forestall many who might otherwise come forward. A more important fear is likely to be that the classes are going to be "too difficult" - of all the image factors the most important to change.

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1 CLYNE P, op.cit., p.xiii

With a potential audience far larger than that which is being attracted at present, a number of reasons are suggested as to why adult education is failing to be more significant. While it would be naive to expect to find one answer, the addition of a number of factors build up a realistic picture of where the problems may lie.

There is a contrast, for example, between the subjects in which the new town populations are most interested and what is currently provided; there is the absence of daytime provision that might involve as much as 17.6% of the population, if suitable crèche facilities could be provided; there is the possibility of a significant enrolment increase in existing programmes if publicity were improved; and there is a need for information to be provided about the scope and purpose of adult education, since non-participants see the field largely in terms of job/work motivation.

Above all however, the new town adult education survey demonstrates that on paper at least, there may be considerable opportunities for adult education activities to expand - even along relatively conventional lines. The problem that remains is clearly whether this paper potential can be translated into greater rates of participation - It could be argued that informative as such studies may be, the answering and returning of a questionnaire and active participation in an activity are very different matters - yet there is little support for those who believe that apathy is the main factor either.

To begin to see whether the interest indicated by the population surveys could be capitalised upon, by bearing in mind these and earlier considerations a one-year case study of Livingston new town was thus carried out. The results of this work are presented in Chapter 6.

C H A P T E R S I X

LIVINGSTON CASE STUDY

To consider the potential for adult education in the new towns in more detail, a one-year study of Livingston new town was carried out in 1972/3, with the intention of incorporating action research into the more general framework of the study.

In effect, the porject consisted of seven parts.

(1) A consideration of the background to the area.

(2) An examination of current adult education provision.

(3) A consideration of the 'educational interests' of the population.

(4) The provision of a number of courses in response to these interests.

(5) The development of adult education activities within the context of social organisations.

(6) The use of adult education techniques in a community project.

(7) The formulation of an approach to adult education that might be adopted in the Livingston area.

The results of this work are summarised below.

Introduction to Livingston

Livingston new town was designated in 1962 as a town with a target population of 70,000, eighty per cent of whom would come from Glasgow. Allowing for natural increase, the master plan showed how 100,000 people could be accommodated within the designated area by the year 2004, as compared with 2,000 people living there at the time of designation. [1]

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1 LIVINGSTON DEVELOPMENT CORPORATION, Livingston Master Plan, Edinburgh 1963

The implications of such a development range wide - from the physical task of building a new town of this size to the social problems that such a growth is likely to produce - yet the plan says little about the human problem. In keeping with the Reith Report, the emphasis was clearly on the construction of an appropriate physical environment, and whilst the need for balance, interpreted in terms of age structure, was recognised, there was no attempt to consider how this might best be achieved.

By June 1972, the population had grown to 16,852, without any significant advance in the achievement of such an aim. A household survey carried out by the Development Corporation for example revealed that almost 29% were under the age of nine and only 20% over the age of forty.[1]

Table 63 Age and Structure of the Livingston Population 1972

Age	Males %	Females %	Total %
0-9	15.06	13.89	28.95
10-19	6.91	6.57	13.48
20-29	10.17	11.99	22.16
30-39	7.82	7.29	15.11
40-49	5.60	5.11	10.71
50-59	2.12	2.32	4.44
60-69	1.45	1.81	3.26
70+	0.75	1.01	1.76
Not stated	1.68	1.62	3.30
Total	50.06%	49.94%	100%

Source - Livingston Household Survey 1972 Table 5.1.1. op.cit.

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1 | LIVINGSTON DEVELOPMENT CORPORATION, Household Survey, Livingston 1972.

In terms of its age structure, Livingston was thus characteristic of the typical new town model, despite the fact that the Master Plan had urged, some ten years earlier -

> the aim must be to develop an environment suitable for a wide variety of age groups at the earliest possible stage, in order to attract older persons to the town and to encourage younger immigrants to stay on as they get older. Unless this is done, kinship groups will be broken with possible ill-health and unhappiness in the some cases and the town will lack the social, cultural and economic diversity of established places. 1

These fears were largely borne out by the Household survey. The problems of the earlier new towns, for example, in developing social facilities in step with the building of houses were still present and numerous complaints were voiced about this aspect of town life. One resident commented -

> Livingston is like a ghetto ... you get trapped and it drags you down ... how women can bear to live here, being at home all day ... it would drive me insane. 2

Less dramatically, perhaps, the dislikes of respondents were summarised in Table 5.8.3 of the report

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1 Livingston Master Plan, op.cit. pp.28-29
2 Livingston Household Survey, op.cit. p.37

(Table 64) and many were given fuller expression in response to the final question on 'other comments'. A number of people referred specifically to the 'lack of a community spirit' or similar expression, summed up by one resident who lamented "it is a pity ... they (the planners) are not resident in what they have created".[1]

Not all residents, of course, were dissatisfied with Livingston as a place to live in, and a total of fifteen comments praised the town's environment with particular relation to bringing up children. Of the 5,676 comments made, however, in response to this final question, less than 250 were favourable.

Table 64 First dislikes of all respondent households - Livingston Household Survey 1972

	Number	%
Shopping	980	28.0
Job Opportunities	716	20.4
Public Transport	458	13.1
Entertainment Facilities	345	9.9
Parks and Play areas	103	2.9
Appearance of town	100	2.9
Environment for children to grow up	75	2.1
Layout of town	73	2.1
Schools	73	2.1
Standard of housing	71	2.0
The people	49	1.4
Sports facilities	32	0.9
Footpath system	30	0.9
Others	27	0.8
No reply	369	10.5

Source - Livingston Household Survey 1972 Table 5.8.3 op. cit.

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1 Ibid. p.36

While clearly concerned about this degree of criticism of life in Livingston, the development corporation were equally worried about the lack of communication with the residents. In its conclusions and recommendations it noted that this was one particular area of its responsibility that had been highlighted as inadequate and it went on to note

> The helpful and constructive comments made by residents in their replies give an indication of the potential of the community for involvement and participation in the development of the town. [1]

In essence, it could be argued that the household survey did little more than draw the picture of new town life familiar to residents individually. On the other hand it did illustrate statistically that Livingston is typical of the new town model, and hence that the implications of research carried out in such an environment may reach beyond the designated area. Despite the fact that new towns had been in existence for fifteen years before Livingston was designated and twenty five by the time the Household survey was carried out, the complaints and problems seem very similar to those voiced in the latter years of the 1940s. As yet the more recent new towns have clearly failed to benefit from the mistakes of their predecessors and the difficulty of creating a balanced community remains as trenchant today as ever before.

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[1] Ibid p.42

Adult Education Provision

On the question of further or adult education, the Livingston master plan does little more than lay down in broad terms the need for such provision. It states, quite simply,

> Further education facilities are essential to the well-being of society and it is hoped that it will be possible to offer a varied curriculum in either day school premises or special establishments for this purpose. [1]

In the light of the function of the Master Plan, in setting down the general framework within which the town will develop, a more detailed analysis of the role of further/adult education is not to be expected. The responsibility for education in the new town areas remains with the Local Education Authorities and the composition and extent of the adult programme lies largely within their control.

In Livingston, the carrying out of this responsibility has been by the provision of a standard evening class programme, which has been supplemented by a limited number of courses (one or two a year) offered by the Workers Educational Association or University of Edinburgh Extra-mural department.

The problems highlighted in Chapter 4 of limited resources, an 'enrolment economy', in which a minimum of twelve students are required to start a class, and a lack

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1 Livingston Master Plan, op.cit. p.44

of consideration of activities that fall outwith the one/two/three term framework, continue to control and shape present provision. Since the town's designation there has been a gradual growth in numbers, corresponding to the build-up in population, and a more rapid expansion over the period 1972/3 due to the unique combination of circumstances discussed in Chapter 4. The resultant programme, however, is still very much of a conventional evening class kind, and the Craigshill Adult Education Centre, on the surface at least, seems typical of adult education centres throughout the country.

To give a more accurate picture of the state of further/adult education within the towns, however, a week was selected at random and questionnaires distributed to all those students and tutors present in non-sport classes. This information was supplemented by several interviews with the principal tutor, visits to the centre and informal discussions with the Assistant Director of Education for Midlothian.

At the time of the case study, neither the University of Edinburgh Extra-mural Department, nor the Workers Educational Association were providing activities in the area - and outwith the remit of the three providing bodies the thirty largest social organisations who were approached in the town were similarly inactive in the educational field. Hence the provision of adult/further education by the local authority was of paramount importance.

At the planning level, the construction of the programme for the centre was entirely in the hands of the

principal tutor, except for the financial restraints imposed at County level. No discussions were held with the Youth and Community service as to what the programme might contain and there was no evidence of community participation either in its formulation or implementation.

The Principal Tutor, for his part, was extremely enthusiastic and energetic in his approach, providing forty five classes in the year after he was appointed as compared to eighteen previously. On the other hand, he had had neither training nor guidance relevant to the situation and based the activities of the centre on what he felt "might go well". The response of students to such a programme might consequently either be attributed to a sixth sense of identifying needs, or a favourable response to what might be described more accurately as a guess.

The tutors, for their part, appeared not to have thought beyond their subject specialism either, or to have considered the contribution that adult education might make in the new town situation.

In the event this was hardly surprising, since eleven out of the twenty concerned lived outwith the town and none had received any special training or attended any courses in the education of adults. One tutor commented:

> It would help tremendously if more interest was shown by the local authorities in adult education. To put a teacher into an evening class and hope for the best is more than ridiculous ...A small exam would not be out of place for would-be evening teachers ... I, for one would be willing to sit one.

Motives for coming to adult teaching were very similar. Thirteen gave their main reason as being the pleasure they derived from teaching their particular subject and three mentioned the usefulness of the money.

Furthermore, nine stated that they would like to work full-time in adult education, mainly because of the voluntary nature of the classes, although the majority (fourteen) thought that most people in Livingston were "not very interested in adult education". The most important reason for non-attendance in the view of the tutors was "they have no time or energy left after a day's work". A fear of the class being too difficult and family ties were each mentioned on only one occasion, while no-one thought the main reason for non-attendance was a lack of publicity.

Of the points raised by the tutors' survey and interviews, those concerning the need for special training were perhaps the most important. Although the qualifications possessed by the teachers were high, with thirteen having a university degree or teaching qualification and only one person having no qualification at all, seventeen thought that training would be useful and eight that it was necessary. The lack of opportunities available in this area were pointed out on a number of occasions and offered as an example of the local authorities' general attitude towards adult education. If there was a genuine concern with the quality and nature of what was provided, then it was felt that specialist training would be offered and indeed be a

high priority.

Characteristics of Students

In addition to the discussions with those who planned and taught the programme, a survey of all those students present in non-sport classes was also carried out. One hundred and thirty three were present in the week chosen at random of whom 105 (78.9%) were women and 28 (21.1%) men, as compared to proportions of 46.6% and 53.4% in the population as a whole, thus confirming the tendency in the new towns, as elsewhere, for adult education classes to attract more women than men.

Table 65 Sex of students and the general population in Livingston new town

	General Population (Adult)	Students
Male	53.4%	21.1%
Female	46.6%	78.9%
Missing Observations - General Population	2	
Students	1	

Source - Scottish New Town Adult Education Survey

Table 66 Age of students and the general population in Livingston new town

	% General Population	% Students
Under 18	0.3	7.7
18-24	22.6	14.6
25-34	41.9	49.2
35-44	18.9	21.5
45-54	10.5	6.2
55-64	3.4	0.8
65 and over	2.4	0.0
Missing Observations - General Population	2	
Students	3	

Source - Scottish New Town Adult Education Survey

In general, the students in Livingston were younger than the general adult population. Although the age group 18-24 was under-represented, this was more than compensated for by higher percentages in both the 25-34 and 35-44 categories. The tendency discovered by the NIAE and other studies for students to be older than non-participants was thus not borne out in the new town area.

This general reducation in average age seems largely to account for the difference in marital status between the two groups, since Livingston students contained a slightly higher proportion of single people than is the case overall (Table 54). The proportions who were widowed, separated or divorced were identical.

Table 67 Marital status of students and the general population in Livingston new town

	General Population	Students
Married	91.5	81,9
Single	4.6	14.2
Widowed/Separated/Divorced	3.9	3.9

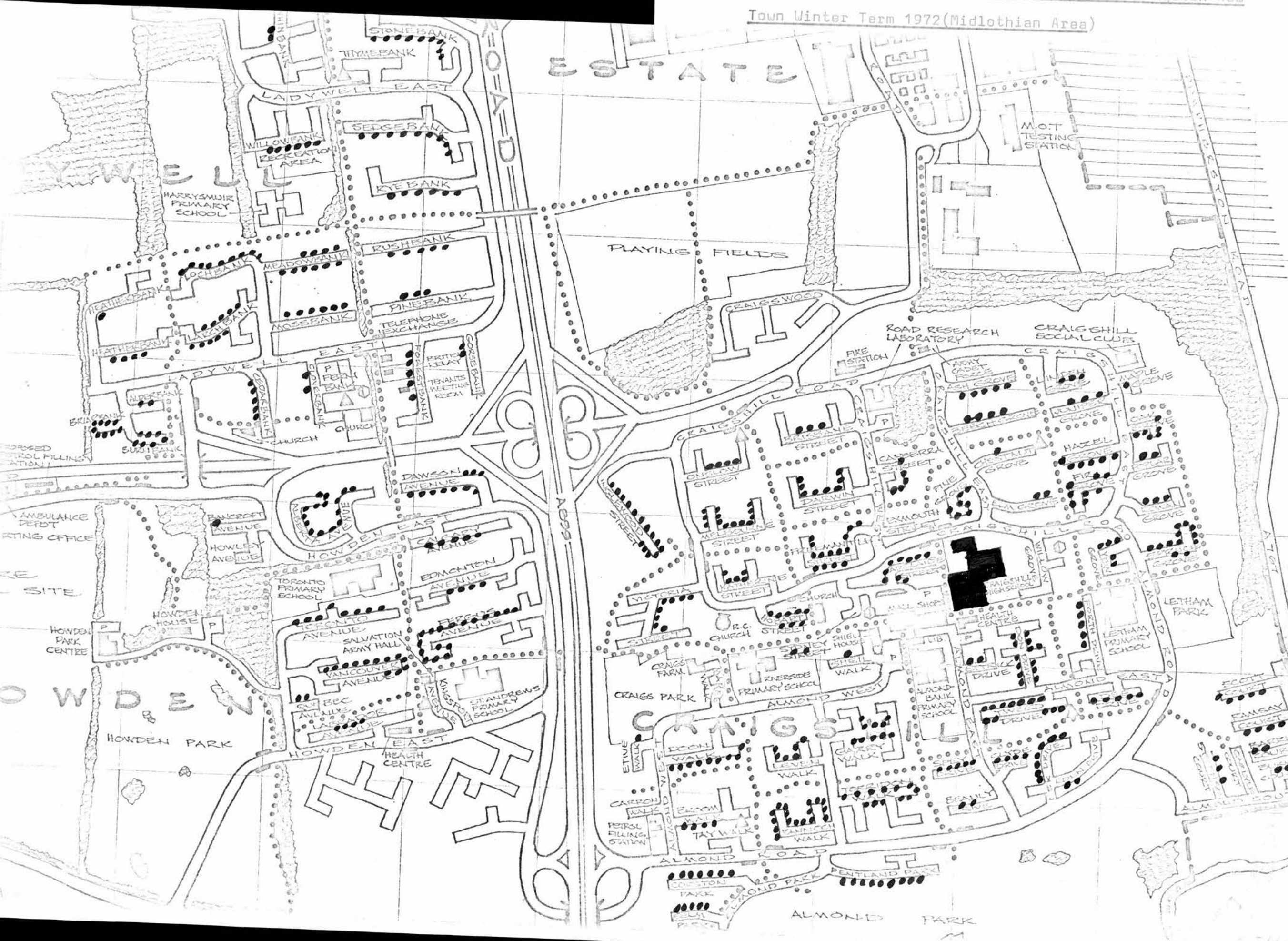
Missing Observations - General Population 15
Students 6

Source - Scottish New Town Adult Education Survey

Following on from differences in marital status, there were also discrepancies in the numbers who had children, (82.9% general population as compared to 63.6% students), although it is also possible that those with children may have found it more difficult to come to the centre.

The majority of the students (62.4%) came from the immediate area around the high school (Craigshill), which

Table 68 Location of L.E.A. students in Livingston New Town Winter Term 1972(Midlothian Area)



at the time was the place of residence of approximately 40% of the new town inhabitants (Table 68). On the whole, they had also been living in the area for slightly longer. (Table 69).

Table 69 Length of residence in the new town area of students and the General Population in Livingston new town

	General Population	Students
Under 1 year	18.2	14.5
1-2 years	31.6	29.0
3-4 years	30.3	30.5
5-6 years	18.5	12.2
7 years and over	1.3	4.6
Outside new town	-	

Missing Observations - General Population 1
Students 2

Source - Scottish New Town Adult Education Survey

A breakdown of age on completing full-time education and qualifications obtained revealed that 69.1% had left school at age 16 or under, although 45.9% had obtained 'O' grades or higher qualifications. This compares with figures of 83.2% and 35.9% for the Livingston population as a whole (Tables 70 and 71), confirming the generally longer schooling and higher qualifications of those who attend classes.

Similarly the students who attended classes on the whole had more favourable impressions of their school experiences, with 24.8% claiming that they really liked school, as compared to 19.8% in the population sample.

Table 70 Age on completion of full time education of Students and the General Population in Livingston new town

	General Population	Students
15 and under	71.1	49.6
16	12.1	19.5
17	4.7	11.3
18	2.0	4.5
19	0.3	0.8
20 or over	6.0	12.0
Still completing	2.7	1.5
No answer	1.0	0.8

Source - Scottish New Town Adult Education Survey

Table 71 Highest qualifications obtained of Students and the General Population in Livingston new town

	% General Population	% Students
Degree	4.7	9.0
Cert. ed. or equiv.	2.3	3.0
HNC	1.3	1.5
'A' levels or Highers	6.4	12.0
'O' levels 'O' grades ONC	21.1	20.3
Other	13.4	16.5
No qualification	47.0	33.1
No answer	3.7	4.5

Source - Scottish New Town Adult Education Survey

Table 72 Attitudes towards school of Students and the General Population in Livingston new town

	% General Population	% Students
Really liked	19.8	24.8
OK Sorry to leave	20.8	25.6
OK Glad to leave	52.0	44.4
Really disliked	6.0	4.5
No answer	1.3	0.8

Source - Scottish New Town Adult Education Survey

Like the tutors, the students all seemed reasonably happy with the facilities offered at the high school, and very few indeed found the standard of the classes worse than expected (4.5%). There were implicit criticisms,

however, of the range of classes that were offered (Table 73), with only 4.5% considering it very wide.

Table 73 - Considered range of classes - Students in Livingston new town

	Number	%
Very wide	6	4.5
Wide	44	33.1
Neither wide nor limited	36	27.1
Limited	28	21.1
Very limited	4	3.0
No answer	15	11.3

Source - Scottish New Town Adult Education Survey

There were variations, too, between the sexes (Table 74). While 37.1% of females found the range wide, only 18.5% of males did the same - and 25.9% of males found the provision limited as compared to 19.0% of females. This is to be expected, given the nature of the programmes presently offered, but the question as to whether the programmes determine the students or the demand from potential students determines the programme remains unanswered. It is often assumed that women are more likely to attend evening classes than men, but is this perhaps because the programmes that are offered are offered with women in mind?

Table 74 Proportions of male and female students finding the range of classes wide or limited in Livingston New Town

	No answer	Very Wide	Wide	Neither Wide nor Limited	Limited	Very Limited
Male	11.1	3.7	18.5	33.3	25.9	7.4
Female	11.4	4.8	37.1	25.7	19.0	1.9

Source - Scottish New Town Adult Education Survey

In general the students felt that people in Livingston were not very interested in adult education (48.9%), although 18% made positive suggestions for increasing its popularity. These included more publicity, "having teachers more equipped to teach at night classes", the provision of creche facilities and a more pleasant janitor!

As part of the student study letters were also sent to all those students who had apparently "dropped out" of classes by the time of the survey (the seventh week of the first term). Almost three quarters of those who replied wrote detailed explanations of why they had done so, in addition to selecting one or more reasons on the tear off slip.

Of the 169 students who had dropped out and were invited to indicate their reasons for so doing, 109 (64.7%) replied. The main reasons for leaving are given in Table 75, although a number of students indicated that they had never really started. A letter from one of many who had attempted to enrol for a Spanish evening class perhaps sums up many of the frustrations of those who came within this category. It started:

"The sad tale of my Conversational Spanish Class is as follows:

(1) The enrolment took place two weeks before the classes were due to start. This involved a wait of some thirty to forty minutes in a long slow-moving queue before being issued with a rather simple form. This had then to be completed under supervision, which allowed only four

students to be dealt with at one time, and was the sole cause of the delay. (2) On the first night of the session ... because of the small numbers present, there was some doubt whether it would be allowed to continue ... The Principal Tutor duly arrived and announced that we could continue and we received our first lesson. (3) The following class night I received a letter advising me that because the class was too small, it was being withdrawn and being replaced by conversational German, which I was welcome to join ... this could be likened to British Rail announcing the cancellation of a train from Edinburgh to London and consoling intending passengers by putting on an extra train to Aberdeen - At this point I "dropped out"."

Table 75 Main reason for students dropping out of classes in Livingston new town

	Number	%
I missed a week or so and didn't like to go back	22	20.2
I found I had too much else to do	21	19.3
I lost interest in the subject	14	12.8
I didn't like the teacher's methods	11	10.1
The time of day was inconvenient	10	9.2
The class was too easy	8	7.3
I found it too difficult to get away from my family	8	7.3
The subject wasn't what I thought it was going to be	7	6.4
The day of the week was inconvenient	6	5.5
Each class was too long	4	3.7
The class was too difficult	4	3.7
I didn't like the teacher	2	1.8

Source - Scottish New Town Adult Education Survey

Of the 74 additional reasons that were given, 11 related to the problem of unstreamed classes and the difficulties that teachers encountered in facing mixed

ability groups. Four people mentioned the cost of providing books and materials and the variety of other reasons offered included criticisms of class length ("I felt typing for two hours was a bit long without a break and didn't like to leave early") and more detailed life histories ("I only went with a friend who stopped going. I wasn't really interested in the subject and would have preferred pottery. Apart from that I enjoyed it tremendously - the teacher was great- but I have since started work full-time and night school is out of the question - unless the pottery is taken up").

The criticisms of teacher or teaching methods were concentrated on a small number of classes, although it was interesting to note that neither of the teachers mentioned most frequently in this respect had thought that training in the teaching of adults was necessary. A typical comment was made by a woman who had dropped out of an Arithmetic class. She wrote

> The attitude of the teacher was a bit off putting. It was some fifteen years since I had last done arithmetic. He thought we should just pick up where we left off and as arithmetic has changed over the past year, this was very difficult.

The most important reason given ("I missed a week or so and didn't like to go back") is an interesting one. Follow up is rarely, if ever made of those students who for one reason or another have to miss a week, and yet this apparent lack of interest, easily rectified by a short note, may account for a considerable number of

'drop outs'. All in all, perhaps half of the reasons for students 'dropping out' were outwith the control of the principal tutor or part time staff (e.g. "I was pregnant and my baby was due on the day of the exam"), but the fact that a similar number seem to derive from inadequacies of provision is necessarily a matter of some concern.

Outside the standard evening class provision, virtually nothing of an 'educational' nature could be discovered. Neither the WEA nor the University of Edinburgh Extra-mural department were providing any activities in the session under consideration, and the Youth and Community service had similarly not felt able to offer any form of educational provision.

The thirty largest social organisations in the town were contacted and interviews held with their representatives, but none were engaged at the time in any form of recognisable adult education. A number had put on occasional film shows/talks in the past, and said that they might do so again in the future, but the problems of finding speakers and guaranteeing an audience were mentioned by several as major difficulties. Furthermore, as a spokesman for the Work's Social Club commented:

> People are too lazy and cold in winter to come to the club for the good things we put on already, like Bingo, skittles and bowls so they certainly wouldn't come for things like classes or discussions!

Educational interests of the population

The degree of interest in adult education amongst the general population was put to the test through the medium of a survey carried out in December/ January 1972/3. A random sample of 400 (5% of the adult population) was taken from the electoral registers, and a questionnaire distributed by hand. A 74.5% response rate was obtained, mainly due to the delivery and collection of questionnaires where possible on the same day, 17.5% of the sample could not be contacted on three calls and 8% refused to cooperate.

The completed questionnaires were examined and the attitudes and opinions compared with those expressed by the students. In general, the similarities were more striking than the differences. Apart from a much higher response from men in the population survey (there being a very limited number of male students) in terms of age, qualifications and school experiences, far less disparity was discovered than anticipated. Very few people, for example, seemed to have had particularly unfavourable educational experiences (only 6% really disliked school) and a high percentage expressed an interest in job (57%), qualification (55.7%) and general interest classes (63.4%).

In the light of such results, the question of why attendances are so low must be considered in more detail. The possibility that the subject matter might not be particularly appropriate to the new town environment, and the rigidity of evening class, one/two term provision, have already been mentioned, but in Livingston as in the

other new towns, an important contributing factor undoubtedly derives from an apparent lack of knowledge of the existence of classes.

Table 76 Source of Adult Education information - Livingston compared with all new towns

	No.	Livingston %	All new towns %
No answer	34	11.4	12.8
Library	18	6.0	5.7
Identified Centre	54	18.1	12.6
Ref. to Local Authority	69	23.2	26.4
Citizens Advice Bureau	46	15.4	17.0
Ref. to College/Univ.	16	5.4	1.8
Government Dept.	8	2.7	3.2
Local Inform. Centre	28	9.4	11.9
Press	1	0.3	1.8
Don't know	24	8.1	6.9

Source - Scottish New Town Adult Education Survey

As can be seen from the table, slightly more people in Livingston identified their local centre (18.1% as compared with 12.6%), although less suggested an enquiry to the local authority (23.2% as compared with 26.4%). It is notable, once again, however, that 53.3% of the population made no reference to one of the bodies responsible for adult education provision (even in general terms).

On further enquiry, this apparent lack of knowledge as to what already existed was not surprising when it was discovered that only 500 leaflets outlining the programme had been available for the whole of Livingston during the previous year, and that the availability of adult/further education activities was not mentioned in the resident's handbook - 'Livingston at Leisure'.

In reply to question 17 relating to previous class attendance, 32.9% claimed to have been involved in Adult

education at one time or another (as compared to 32.7% for the new towns as a whole), which contrasts, again starkly with the 6.4% currently involved.

Table 77 Date of previous class - Livingston compared with all new towns

	Livingston	All
Currently attending	6.4	6.1
1-2 years ago	7.4	7.7
3-4 years ago	5.0	5.2
5-6 years ago	3.7	4.0
7-8 years ago	2.3	2.0
8-10 years ago	2.3	1.3
Over 10 years	4.7	6.1
Not given	1.0	0.3
None	30.2	36.9
No answer	36.9	30.4

Source - Scottish New Town Adult Education Survey

Questions 20 and 21 were designed to determine the principal reasons why people did and did not attend classes, both in the opinion of the general population and those students currently attending. Tables 78 and 79 compare and contrast the main reasons suggested.

Of the two, Table 78 is the more interesting in that there is a far greater diversity of opinion between why the students attend classes, and why others think they go. Although 34.1 of the students indicated that their main motive for attendance was a vocational one (To get on in job, to help get a better job and to improve qualifications), 58.9% of the population saw adult education primarily in these terms. Similarly the non-vocational reasons (5,6,7,8,9,10,13,14) were of far more importance to those who went (mentioned by 58.7% as the most important reason) than were accredited by the

Livingston residents as a whole (31.6).

Table 78 Main reason for attendance at classes - Views of the students and the general population in Livingston new town

		% General Population	% Students
1	To get on in job	19.5	11.9
2	To help get better job	17.3	10.3
3	To improve qualifications	22.1	11.9
4	To fill gaps in earlier education	8.1	6.3
5	Out of general interest	7.0	12.7
6	Because of a special interest in the subject	16.5	28.6
7	To do something practical or creative	2.6	6.3
8	As a hobby	1.8	6.3
9	To relax	0.0	4.0
10	To be entertained	0.0	0.0
11	To help them get on better with their children	0.4	0.8
12	To be better educated for their family	1.1	0.0
13	To meet others	3.7	0.0
14	To keep fit	0.0	0.8
15	To prepare for retirement	0.0	0.0

Missing Observations - General Population 26
Students 7

Source - Scottish New Town Adult Education Survey

Indeed the degree of emphasis between vocational and non-vocational is almost exactly the reverse for the two groups. The 'image' of adult education among non-participants is consequently far more vocationally oriented than in fact it turns out to be - a factor which may be off-putting for some, but which may also account for the higher new town enrolment percentages (The younger population being more vocationally oriented and seeing adult education as either helping them with their jobs or to improve their qualifications).

Table 79 Main reason for non-attendance at classes - Views of the students and the general population in Livingston new town

	% General Population	% Students
Too busy with other things	20.4	17.9
No time or energy	15.7	9.8
Not interested in subject of class	5.8	13.0
Feel class will be too difficult	9.1	9.8
Classes held at inconvenient times	2.4	2.4
Too difficult to get away from families	14.6	17.9
Do not know classes exist	3.3	3.3
Classes held in unsuitable surroundings	0.4	0.0
Classes held too far away	3.6	0.0
Classes intended for different social class	0.7	0.8
Not interested in education	4.4	4.1
Can't be bothered	19.3	21.1

Missing Observations - General Population 24
Students 10

Source - Scottish New Town Adult Education Survey

Principal reasons for non-attendance, as suggested by the students and the population as a whole show a much greater uniformity, with little or no emphasis placed on the siting of classes, 'class' image, timing or publicity. In both cases the pressure of other commitments and the difficulty of getting away from the family were seen as being of paramount importance.

When the population sample was asked, however, to indicate its interest in attending a non-vocational class (Question 25 - "Would you seriously consider going to a series of films or talks on any of (a list of) subjects if they were held in the new town," 65.2% indicated that they would (compared with 61% for the new towns as a whole.) The numbers who were interested in each subject were as

follows.

Table 80 Numbers indicating they would attend a non-vocational class by subject in Livingston new town (Ranking for all new towns in brackets)

1)	Child behaviour	47 (1)	14)	Handicrafts	15 (13)
2)	Car Mtnce./ Motoring	43 (2)		Social Services	15 (8)
3)	Gardening	31 (7)	16)	Law and You	14 (14)
4)	First Aid/Health Ed.	30 (5)	17)	Social Sciences	13 (17)
5)	Do it yourself	25 (3)		Art	13 (18)
6)	Buying a house	23 (12)		Music	13 (15)
7)	Cookery	22 (9)	20)	Scottish Culture	12 (10)
8)	Foreign Languages	22 (11)	21)	Theatre/Drama	10 (22)
9)	Money Matters	20 (4)	22)	Local Govt.	8 (19)
10)	Photography	18 (21)		Science	8 (23)
11)	Dressmaking	17 (20)	24)	Geography	7 (24)
12)	Local History/ Hist.	16 (6)	25)	Pre-retirement	3 (25)
	Gen. Educ.	16 (16)			

Source - Scottish New Town Adult Education Survey

Furthermore, one in five of the respondents made suggestions as to other classes they would like to see, and attend in the area.

The Livingston surveys, in keeping with those carried out in the other 'new towns', consequently suggested that the potential for involment in adult education classes, as indicated by the responses to the questionnaires, was far higher than was reflected in existing rates of participation. Although as many as one in three had attended a class at some time or other, this represents only half those who indicated an interest in so doing. The adult educator, who wishes to increase involvement, through the medium of formal evening classes is therefore faced with two challenges - firstly to attract those who are interested and never come forward, and secondly to

encourage those who do attend classes to do so regularly.

However, even if these challenges can be met within the scope of the present system, the question remains as to whether those who have indicated no interest in adult education classes (the remaining one third) can be encouraged to participate in educational activities outwith the formal medium. Before considering a number of possible alternatives, it was decided to see what effect increased publicity and more desirable (i.e. requested) subject matter would have on enrolments.

The provision of courses

From an initial analysis of the questionnaires collected in Livingston and the interviews that were held with representatives of the various local social organisations, several important points emerged. In the first instance, it was particularly notable that few people really understood the scope of adult education activities. There was a widespread belief that courses were intended mainly for those who wished to improve their qualifications or job prospects while many (apparently) had no idea of the whereabouts of the local centre or where to make enquiries.

It was consequently decided to hold a film evening to outline what was available in the field and to make people more aware of the various organisations responsible for adult education activities. The evening was described as a 'free film evening' introduced by Dr. John Lowe, Head of the Educational Studies Department of Edinburgh University, who would outline the range of opportunities

available. A number of photographs taken in classes in Livingston were displayed and a list of present activities made available.

Representatives of the local authority, Workers Educational Association, the Open University and the Extra-mural Department of Edinburgh University were invited to attend.

The meeting was widely publicised in the fortnight before it took place, it being believed that the lack of communications within the town was a key reason for the very low attendances often experienced at other functions, and indeed for the very few people currently engaged locally in adult education activities. A mention was made in the local press, letters were sent to the secretaries of the largest social organisations in the town and a short leaflet delivered to every house in the town (with the exception of the Deans (West Lothian) area, at the time cut off physically from the main new town development.

In the event, eighty members of the public attended the meeting, representing 1% of the total adult population. In the absence of any comparable exercise, it is difficult to pass judgement on this response. A meeting to discuss children's play a month earlier had attracted three members of the public, but the publicity was by no means as thorough as that undertaken for the adult education meeting. The representative of the local authority, however, and the principal tutor found it "very encouraging" particularly when compared with the total of 133 students present in non-sport classes at the

time of the survey.

In the course of the evening the film "For the community" was shown, illustrating activities in a Leicestershire Community College, and the opportunities available locally then discussed.

Of the questions asked, those pertaining to the content of various classes and courses were the most frequent. One woman, who took the trouble to write a letter pointing out her views after the meeting, summed up the feeling of many:

> I knew of the classes that existed, and so do many others, but what we want to know is exactly what these classes involve. For those of us who left school ten years or more ago with a reasonable education, but never, for various reasons, had an opportunity to develop any further, it is a big step to start again. If we were good then at history, for example, and we see a class advertised in this subject, we want to know just what would be covered and what expense there would be, buying textbooks etc., and if we need any qualifications to be accepted in the first place.
>
> The same applies to leisure activities, such as Judo and Keep fit. They sound interesting, but until one is shown just what goes on, one does not know whether they are suitable pursuits. Questions I ask myself are, would I be tall enough or strong enough to tackle a judo class, or do these things not really matter?

In response to these views, it was decided to hold a second meeting or open evening at the local High School (Evening centre) when the teachers of various classes

would be present to answer any queries and when suggestions for future courses could also be made. This second publicity experiment, held two months after the first, attracted an attendance of over 300.

In the light of the identical publicity given to each of these activities, the reasons for this added interest need to be considered in some detail. One possible explanation would derive from what may be called 'an improved climate' for adult education over the period subsequent to the first meeting. Having been made aware that something different was happening by the first circulation of information, the improved response may merely have been the result of the fact that the meeting took place when it did.

However, a more likely explanation is that this second experiment offered the opportunity to see the facilities that were available and to talk informally with the tutors, thus enabling many of the questions raised at the first meeting to be more fully answered. This view was largely supported later in the study when a number of courses were advertised by the delivery of leaflets to every house in the town.

A stratified sample comptising one third of the streets received a 'reminder' shortly before the first Child Behaviour course began; a second sample of a third a 'reminder' at the same time regarding the commencement of the Money Matters course and a third sample received no additional information whatsoever.

In terms of student enrolment, more students came from areas that had <u>not</u> received any reminder than from

those that had (Table 81). The first contact had clearly been the important one, and containing as it did detailed information of what would be required of students who attended courses, obtained a greater response than was normal in the area for a non-vocational course. Additional information on the time and date to remind people of what was happening had no effect.

Table 81 Response to courses on Child Behaviour and Money Matters as related to the provision of additional information

	Child Behaviour	Money Matters
Area (⅓) - No reminder	36	12
Area (⅓) - Child behaviour reminder	32	3
Area (⅓) - Money matters reminder	21	5
Total	89 students	20 students

Source - Scottish New Town Adult Education Survey

Although it must be admitted that the evidence is far from definitive, the type and quality of information would thus seem to be of more importance than the mere knowledge that certain classes are to be provided. In general, however, the only information provided for existing programmes tends to be that of time, place, duration and fee.

Apart from considering the lack of attention paid to publicity, and ways in which it might be improved to increase enrolments, it was decided to attempt to discover

whether courses provided in response to an expressed interest would evoke a greater enrolment than those provided in the traditional way (In H.A. Jones' phrase, people responding to our guesses).

The population survey, it will be recalled, revealed an interest in courses of a practical, family based nature, and there seemed to be a particularly strong demand for some form of course on child behaviour/ development. Indeed so much interest had been expressed in the subject by those surveyed, that it was felt that one course on this very broad topic would not be practicable.

It was therefore decided to hold two courses, dealing with the development of the child between the ages of 0 and 5, one run as a discussion group and the other as a series of lectures. In turn it was felt that this would give an opportunity to compare reactions to certain basic teaching methods dealing with the same material.

The courses were held during the afternoons, and playgroup facilities were provided so that mothers with young children would be able to attend without having to make baby sitting arrangements. Leaders of local playgroups helped with the running of these facilities.

The response to both these courses, in traditional terms, was very encouraging, and the numbers enrolled were 36 (discussion group) and 53 (lectures) respectively. This represents however approximately 3% of the women in Livingston with children under the age of eleven, and indicates quite clearly that even with remarkable

enrolments by current evening class standards, only a small proportion of the target population is likely to be reached in a conventional class way.

Both courses ran for the 'traditional' ten weeks, as originally intended, although at the end of that time several of the mothers in the smaller discussion group expressed a desire to continue their activities and went on meeting informally for some time afterwards.

On the question of methods, it was interesting to note that attendances as a percentage of enrolments were consistently higher in the lecture group - and while it is not possible to make any significant deductions from this isolated occurrence, in the course of the evaluation exercise, it was suggested that the informal group gave the impression of "not getting anywhere", and that members were reluctant to bring forward their personal problems. It was felt to be important that people's previous educational experiences and consequent expectations of the form of a class should be borne in mind in planning any formal educational exercise for adults - since the sense of nervous anticipation experienced by those returning to education after some time may be heightened by an unfamiliar approach.

A series of interviews was conducted with the mothers after the courses had finished to try and discover what benefits, if any, they felt they had obtained. These ranged from a claim of 'an increased awareness of their children as people' to 'a greater understanding and tolerance of a child's behaviour'. Some mothers felt

that the course had particularly helped them understand their child's mental development, a feeling summed up by one mother who stated

> I have obtained a better understanding of what my child is trying to do and say, and it has made me stop before shouting at him and think about why he is doing it. I feel that the course has helped me a great deal.

From the tutors' point of view too, the courses were thought to have been very successful. The leader of the discussion group noticed the tremendous changes that took place in certain people over the course of the ten weeks, through merely being in contact with other mothers in the group with similar problems. There seemed to be a definite need for reassurance and information and he felt that courses of this nature were very useful exercises in mental health. The leader of the other group too, saw a useful social purpose in the meetings and was impressed by the number of friendships that had formed in the course of the exercise.

The high response to a course based on the demands and needs of the area, and the usefulness of the social contact which was achieved through this medium were both important lessons learned from the child behaviour courses. A new town can be a very lonely place with family ties severed by the "trauma of transplantation", and the social role that adult education groups can perform by getting people together around an area of

common concern should not be lightly dismissed.

Furthermore, this diversity of function (social/ educational) of such an exercise makes evaluation in anything other than subjective terms quite impossible. Although we may assess, with some accuracy, how much new knowledge has been 'absorbed' in the course of such a class, the other benefits in a new town community may be so widespread that they can only be ignored by the adult educator who is insular in his approach, and who adopts the narrowest of 'educational' definitions.

Like the child behaviour courses, a "Money Matters" course was also instituted after an initial analysis of the Livingston questionnaires. It was decided to run this course in the normal FE (10 week evening class) way but with the same attention to publicity as the child behaviour groups. A leaflet outlining these three courses was distributed to every house in the Midlothian area of the town.

In the rank order of desired courses in Livingston, 'Money Matters' came ninth (as distinct from the first place afforded to child development) and hence the response was awaited with interest. If the same numbers were attracted it could be argued that the success of the courses was not due to the identification and meeting of new town demands, but to the exceptional publicity with which they were accompanied.

In effect the contrasting response (20 as compared with 89) suggested that publicity, no matter how thorough,

will fail to produce exceptional class attendances without an underlying strength of interest, or the appropriateness of a subject to a class.

The course itself took place in the local further education centre (Craigshill High School) on eight of the ten weeks, while on two occasions, (the first by force of circumstances) the meetings were held in the informal atmosphere of a local house. Somewhat unexpectedly, this revealed an interesting point in itself since the change of venue halfway through the course brought about a totally different "pecking order" amongst those taking part. Those who had been silent in the school situation came much more to the fore in the informal setting, while those who were prominent in the school faded into the background when the course was held elsewhere.

Although again it is impossible to generalise from such an isolated event, it is nonetheless tempting to suggest that the importance of 'setting' on involvement may be more important than the population surveys would suggest.

To combat the possible problem of shift workers who might not be able to keep up with the course, notes were distributed, summarising the main points, to all those who had enrolled. Only seven were in a position to say that they would not be able to attend regularly through shift or family reasons, but the production of notes was found to be worthwhile, when it was discovered that they were being widely circulated amongst the

families of the participants. With the reason "I missed a week or so and didn't like to go back" offered as the most important cause of student 'drop outs', the value of such an exercise becomes apparent.

The Child Behaviour and Money Matters courses revealed to some extent the increased interest and response rates likely to be achieved if greater attention is paid to publicity and if a serious attempt is made to find out the interests of the target population.

The time spent in undertaking the centre study and sample population survey was not excessive and a full-time tutor with the necessary enthusiasm should not have a great deal of difficulty in incorporating such activities in his preparation. Furthermore, if standard 'pre-coded' surveys could be devised (perhaps modified versions of the type used in this study), not only would useful information relating to local demands be available, but national statistics as to why people do and do not participate might be compiled.

At present figures on aspects of adult education are rare - as recognised by the Alexander Committee - and often contradictory, as found in the course of this study. A greater interest in research locally and the standardisation of the statistics collected would be the first step in remedying this situation.

Table 82 List of social organisations contacted in Livingston new town

Educational	PTAs	Riverside St. Andrews Letham Craigshill
	Other	C.A.S.E.
Cultural		Livingston Art Group Livingston Arts Guide Livingston Players Music in May New Town Entertainers
Community Associations		Forum Community Council
Social Clubs		Tower Social Club Craigshill Social Club P.C. Engineers Social Club
OAP's Clubs		The Rainbow Club The Sunshine Club Salvation Army Livingston Station OFC Livingston Old People Welfare Committee
Women's Organisations		Scottish Women's Rural Institute St. Andrew's Guild St. Columba's Young Mothers St. Pauls Deans Ladies Howden Ladies Ladywell Swingers Wednesday Club Salvation Army Livingston Baptists

The development of adult education activities within the context of social organisations

Although the child behaviour and money matters courses were very successful by conventional standards (i.e. in terms of the numbers involved) it is clear that only a relatively small proportion of the population is likely to be reached regularly in this way. Not everyone by any means has the time, ability or desire to commit themselves to a ten-week course in the formal setting of an adult education centre, but that is not to say that a significant proportion of the population cannot be involved in adult education activities in other ways.

The second approach used in Livingston was one that was developed through local social organisations. As the Alexander Committee noted, many social organisations carry out educational activities as part of their programmes and while it is difficult to assess their extent or impact it is probable that they form a significant part of total adult education provision.

Of the thirty organisations contacted in Livingston, however, the social clubs, old age pensioner groups and women's organisations (with the exception of the Scottish Women's Rural Institute) did not regard themselves as having any particular educational purpose. On occasions many had had guest speakers on broadly educational topics but the difficulty of finding suitable people, particularly during the afternoon, meant that such occasions were somewhat infrequent.

The cultural groups, as might be anticipated, were a little more active in this area - the arts guild in particular saw its aim as enabling anyone over the age of 16 to practise and learn about the subject - and two of the four parents and teachers associations regarded themselves as educating the parents and informing them of new developments as well as raising funds. Yet a closer examination of the current activities of these groups revealed that the link between their aims and current programmes was a tenuous one and the educational content of existing activities minimal.

The educational element in the programmes of the community associations, too, seemed to fluctuate over time. In the early days of the new town development 'Forum', for example, was very active in bringing many residents together to discuss the difficulties of living in the new community, but as the town grew in size its role diminished, and,although the group still met, it did so for primarily social reasons.

The Community Council in turn saw its role as communicating with, stimulating and activating people on local and national issues, but over the first two years of its existence (1972-74) it was clearly more concerned with establishing itself as a representative body and creating good relationships with others than with promoting specific programmes.

In the course of the interview programme, however, it became clear that there were opportunities, even in the non-educationally oriented groups for the adult educator to

play a part. Although few of the representatives had apparently considered the potential for educational activities in their work, the idea was rarely dismissed out of hand, and it was possible in the course of the year to build on this interest.

In discussions with the Howden Ladies Social club, for example, some of the problems of new town living were raised and the degree to which the new town was a more expensive place to live in than elsewhere caused some comment. The reasons why this might be the case were then examined and those present were encouraged to consider ways in which they might confirm the extent to which their complaints were justified. As a result it was decided to compare food prices within the new town and the surrounding area over the following week, and a survey was duly devised.

This in turn was successfully accomplished and a short report published in the local newspaper, thus providing the housewives with better information concerning shopping facilities in their particular area, and the experience of participating in an exercise of value to the whole community.

A similar opportunity arose in the course of the year through an old age pensioners organisation. Although the group met primarily as a lunch club or to play dominoes or bingo, contact with them revealed additional possibilities that reached beyond these practical and social aims.

In particular it became clear that many of those who had recently moved into the area from Glasgow were having some difficulty in adapting to the new town environment.

In the course of meetings with the group, complaints about the siting of facilities and the development corporation were coupled with instances of courses of action that revealed some of the problems that such a change of environment can have on the older person.

Several members of the group, for example, had purchased electric fires, despite a more than adequate and economical central heating system, because they felt that this gave their houses 'atmosphere' and a focal point around which the furniture could be arranged.

Apart from affording an opportunity for the group tp bring these problems into the open and by discussing them release many of the frustrations and worries that were being felt, the adult educator was able to provide information relating to the reasons for new town development and the facilities that were to be provided in Livingston in the near future.

A film and discussion afternoon in particular was devised to explain the functions and purpose of the new towns, as well as illustrating some of the ways in which they contrasted for better (and worse) with other areas of Scotland. A lively discussion followed and subsequent to the meeting the adult educator was approached by several members of the group for help and advice.

Despite the success of both these exercises the potential of such an approach in the new town areas has so far been largely ignored. Starting with an existing group, however, and attempting to discover ways in which the adult educator might contribute to its development, offers a unique opportunity to involve significant numbers of adults who would probably never consider attending

a formal class or study group. The starting point is once again the local community and its needs and interests - Prices for the new town housewife; new town living for the old age pensioner- but the numbers of people who may be involved in educational activities in this way are likely to be far larger than those who can be attracted to a ten week class. Furthermore once the seed has been sown, more overtly educational activities may be offered to the group as a whole. Indeed in time it is likely that the group itself will suggest subjects it would like to know more about or skills that it would like to develop. Yet such a development can only occur if the present system that counts in one or two term units, or minimum enrolments, is changed and the adult educator is freed to use his skills and expertise in the wider community.

Building adult education into an ongoing community project

Perhaps the most interesting exercise undertaken in the course of the year, however, was the contribution made in the setting up and carrying out of a community-run playscheme.

The origins of the adult educator's involvement stemmed from the previous activities in the town, and he was invited to join in discussions with the Youth and Community Leader and Playleaders at the very beginning of the planning process. It was agreed at this stage that the efforts of the professionals should be directed towards equipping and encouraging the local population to run their own playscheme, being responsible from the very beginning for its planning and implementation.

The professional workers, albeit reluctantly at first, were to see themselves as 'resources' available to give assistance where necessary, but to interfere as little as possible in the planning and execution of the scheme. It was felt that the development of the necessary organisational skills would itself be a useful exercise, especially in a town where the age groupings of the population meant that there was likely to be a limited number with any form of community organisational experience.

After initial discussions along these lines, involving the social development officer of the development corporation, the youth and community service, the district council playleader and the ecumenical church team, it was decided to hold a public meeting to discuss the scheme in more detail.

The meeting was duly held in Craigshill High School and approximately 25 people attended. They were from the outset enthusiastic about the idea of a playscheme run by the community, although one or two were pessimistic about its chances of success in Livingston. Examples of previous attempts at community involvement which had failed were mentioned, but the overall feeling was that this was a good idea which had a reasonable chance of success. Admittedly it took a little while for the professional/non professional divisions to be broken down and the conversation to change from what 'you' want us to do, to what 'we' could do, but this was hardly surprising in the light of the barriers that professional groups have often erected in the past.

The main item of discussion at the meeting,however,

revolved around the problem of how to get significant numbers of people involved. It was generally agreed that this would not be an easy task, and it was proposed that something other than public meetins advertised in the local press would have to be tried. It was felt that to get people committed in any way as much personal contact as possible would be necessary and it was resolved that the next week would be spent in contacting friends and neighbours to endeavour to interest them in the scheme.

A suggestion was made that a committee should be set up, but after a critical discussion of the benefits or otherwise of such a move, it was decided that more people might be encouraged to participate if all discussions and meetings were left open.

The evening concluded with a decision to contact as many people as possible in the following week and to come together at the end of that time to review progress. In fact two further meetings were held along the same informal, non-directive lines and a great deal was learnt about the values and frustrations of such an approach. Not all the professional workers found it easy to coax community decisions rather than impose their own solutions, and in this sense the exercise was a learning one for them too.

It was interesting to note however that decisions did emerge and a programme was drawn up which was in a real sense community based (Appendix 7). As time progressed it was noticeable that more people were participating at greater length, while the informal structures of the meetings

the absence of committees and the feeling that everyone could influence the course of the programme became more and more appreciated.

It may not of course be immediately obvious how the adult educator's particular skills were used in this process. Nor indeed should it be, if the adult educator is to become an integral part of the community. The answer lies in an approach - the questioning of traditional assumptions, the encouragement of ideas and the development of skills to overcome problems - in short the active searching for ways in which adults can learn and develop their abilities.

Through an active awareness of the educational possibilities of the exercise, the proposal to form a committee was questioned and after a brief discussion a different form of organisation emerged; a question relating to the availability of facilities led to an examination of the particular needs of a new town in relation to young children; problems relating to the separation of different age groups offered an opportunity to exchange views on the suitability of activities for different age groups; Indeed, as the scheme progressed, the educational opportunities seemed to grow rather than diminish and it became clear that even if no child showed any desire to join in the activities that were to be offered, the planning of the programme had been in itself an extremely useful exercise.

As it was the playscheme was a great success, running for six weeks with a variety of activities, some of

which individually involved several hundred people. Art and craft work, bus trips, theatre workshops, storytelling, football competitions and a number of more spontaneous activities on the adventure playsites all took place to the delight of both children and adults.

What was equally important, however, was the organisational experience obtained by many adults, the breakdown of professional/community barriers and the sense of community that was engendered and which is so often lacking in the new town environment.

For the adult educator, too, it was a particularly useful exercise. Throughout the planning and implementation of the scheme he was able to play a recognised part, along with other professionals, in encouraging the fulfillment of a common aim - the development of individual and community- and while the necessity for education in such an exercise was not immediately recognised by all those involved, its undoubted usefulness became more and more apparent as the scheme progressed. Above all, by becoming engaged in an ongoing community project, there appeared to be a real opportunity to increase the awareness of other professionals of the usefulness of encouraging the educative process in carrying out their work.

Furthermore, once the playscheme was over, a committee was set up by and for the residents of Craigshill, to raise funds for future ventures and a number of adults who stated that they would be interested in undertaking some form of training so that they might perform a more effective role in the future, were incorporated into the youth programmes in the town over the next year.

The playscheme thus clearly revealed that a

non-directive approach can be worthwhile in involving the community, and that the professionals can be gainfully employed, not in 'doing', as is often the temptation, but in the more difficult task of giving the community the skills necessary to carry out activities for itself. The adult educator can, and should play a part in this process, if he wishes to become something more than 'the man who runs courses and allocates funds' and see the community develop on a firm educational base.

Case study conclusions

The year's case study in Livingston new town has perhaps gone some way towards demonstrating some of the directions in which adult education may be developed in the new town environment to fit the needs and requirements of those who live there, and it may perhaps be useful to summarise the main conclusions of the study.

First and foremost, from the response to the surveys and the subsequent activities, suggestions that the new town population is "apathetic" towards adult education can be largely discounted. The high response rate to the questionnaire (74.5%) and the numbers indicating an interest in job (57%), qualification (55.7%) or non-vocational classes (63.4%) reveal a potential for adult education that has yet to be realised.

The reasons for this are not difficult to discern. Above all there is the restrictive nature of what is presently provided, and the absence of any attempt to carry out any form of community study before offering a programme. The choice of classes of the Livingston

population sample would have given rise to a very different programme from that which was being offered, and the response to the Child Behaviour and Money Matters courses largely support the case for some form of community consultation.

It needs to be recognised, too, that no matter how thorough the publicity (and every house in Livingston received information about the Child Behaviour, Money Matters and other courses), or how appropriate the choice of subject matter, a large proportion of the population will still show no desire to attend a formal course. While 'enrolment figures' could be substantially improved both by providing a community-based programme, and endeavouring to develop the interests of participants over a number of years, there will still be many (between $\frac{1}{3}$ and $\frac{2}{3}$rds) of the adult population who will never attend a class.

This does not mean, however, that the limit of adult education in the community has been reached, or that the adult educator's role is over. Indeed, the provision of a programme of classes (day and evening) is only the first step in adult education development. If the adult educator accepts that his prime aim is not to provide specific activities in 10/20 week two hour packages, but to promote the educational process amongst adults, then numerous other opportunities will occur.

The Livingston study illustrates two of these - the use of social organisations or other groups to develop educational skills without mention of class or

course - and the building of an educational component into on ongoing community activities. Within other communities, different opportunities may present themselves. The important common characteristic, however, is that the adult educator remains concerned with the education of adults, in its widest interpretation and not merely with the provision of evening class programmes.

While it is clearly easier for a full-time tutor-organiser to play this role than a part time principal tutor, the main restriction on both is not so much one of time, but of the criteria on which adult education programmes 'must' be based - the attendance of ten/twelve students/minimums of eight/restriction to school premises etc. The illogical nature of these criteria is rarely questioned - clearly, evaluating in terms of the 'numbers' present tells us nothing about the educational value of a class - and hence of the efficiency or otherwise with which educational resources are used - yet they remain the dominating factor on the adult education scene. For any real developments to occur, these barriers must be broken down and the importance attached to enrolment recognised as being at best an aid to an administration and at worst a severe restriction of innovation and development. As long as principal tutors are paid on the basis of numbers of classes in operation or numbers of students present, the possibilities of a wider form of adult education provision will remain severely limited.

C O N C L U S I O N S

The recent interest in adult education, manifested at an international level by a recognition of the importance of a lifelong education system, and at home by the production of the Russell and Alexander reports has yet to have a major effect on the extent or nature of present provision. While aims may have been clarified, to the extent that the Alexander committee was able to outline the future role of adult education in Scotland, programmes have remained much the same. Evening class, leisure time activities continue to make up the bulk of present provision, and each year a relatively constant 5% of the population take part in the activities of the L.E.A., W.E.A. and University Extra-mural departments.

While the proponents of a developing adult education service argue that adult education is essential in a world of increasing social and technological change, at the same time the essential nature of what is presently offered has clearly failed to convince the less committed. Resources available have recently been reduced rather than expanded, and while there may be a growing argument for adult education development in the literature, present evening class programmes are felt by many to be on the very margin of educational provision.

Scepticism as to the value of increasing provision has no doubt been aided by an almost total lack of evidence

that adults in general would be prepared to participate in educational activities, were more extensive programmes offered. There are few statistics relating to the reasons for non-participation in existing programmes, and even fewer complaints that desired activities are not available. In all respects market research into the demand for adult education in this country has been very limited.

As a result, the desire for increased provision as expressed by the committed has not been supported by the answering of two fundamental questions - (1) whether existing resources are being used efficiently and under the circumstances adult education is achieving its potential and - (2) whether there is really a greater demand for adult education activities than current attendances would suggest. The hypotheses examined in this thesis are that adult education will be more successful if it is professionally and systematically marketed, and that apathy is not an issue. The former, moreover, involves a careful examination of the interests of individuals and recognises that these will vary according to personal circumstances and community context.

In their twin roles of advocate and critic, neither the Russell nor the Alexander committees were able to clarify these matters. Indeed, a searching analysis of the limitations of the present system was perhaps not to be expected in the first governmental reports on the subject for fifty years, but little attempt was made either to assess the potential for expansion.

As a result, while there is no shortage of suggestions

as to why adult education activities are not having the impact their proponents feel they deserve - Clyne, for example writes of the middle class design of current programmes, and Green was convinced that the prevalent cause was apathy - the evidence rarely matches the vigour with which these ideas are propounded. While several student studies have clarified the characteristics of those who attend classes, assumptions have been made regarding the reasons for non-participation without any such empirical base.

Since current programmes attract mainly the middle class, for example, it has been assumed that the working class are not interested in either the form or nature of what is presently provided - though this does not follow. While it is a possible explanation of the facts, it is equally likely, for example, that non-participation derives from a lack of knowledge of what is presently available.

The tendency at present is nevertheless to decry or reject the more formal evening class programmes as an ineffective way of involving adults in educational activities. Accepting almost without question that evening classes are unlikely to involve a greater proportion of the population, alternatives have been advocated without any evidence that they are likely to produce better results.

The Alexander Report, for example, recommended the setting up of a community education service, and the amalgamation of the youth and community service and adult education service into one - a merger which may indeed be beneficial in bringing additional personnel and ideas into the field. It seems unfortunate, however, that such far-reaching changes should

be undertaken without an empirical base. While there may undoubtedly be benefits, there may also be a considerable loss if formal programmes of adult education are submerged in more general community work schemes - a not unlikely situation when the relative strengths of the youth and community service and the adult education service at the time of merger are borne in mind.

Before community education ideas and amalgamations with other bodies are fully embraced, therefore, it is argued that a little more attention should be paid to what is presently offered. A period of critical self-examination based on factual evidence rather than supposition might halt the headlong desire for change until such time as its benefits and costs have been more carefully considered. The assumption that all is relatively well with the present system, but that it is not what the bulk of the population wants rests on tenuous foundations. How suitable, for example is present subject matter? and How well advertised are current programmes? Until basic questions such as these have been answered, it seems unreasonable to abandon adult education in its present form in favour of untested, but new approaches.

It is difficult to believe that such basic matters have not been the subject of enquiry - a factor which explains the emphasis on survey material in this study. Despite a long tradition of adult education provision, Scotland has still to see a major population survey relating to adult education, and indeed possesses only small scale student studies. Even a general overview of the field has not been forthcomong. In its detailed examination of adult education

in the Scottish new towns, and surveys of tutors, students and the general population, this thesis has perhaps gone some way towards remedying these deficiencies.

As a first step in assessing the reasons why adult education is not achieving the potential of which many feel it capable, however, Chapter 2 compares present provision with an ideal. It is tempting, perhaps, to begin by an examination of current practice, outlining its strengths and weaknesses, but the alternative approach suggested by Snow - of beginning by setting a standard, an ideal, hypothetical situation by which we evaluate - overcomes two major problems often overlooked in adult education enquiries.

Firstly, and perhaps more importantly, it recognises the inevitable value judgments present in any adult education programme. While there may still be those who search for a universal philosophy there can never be complete agreement as to what adult education entails. Since by its very nature, adult education is concerned with the bringing about of changes in those who participate and since at some stage programmes are selected with these changes in mind, disputes inevitably occur as to what is desirable, and which activities should or should not be offered. As Peers points out, philosophies of education, at best, can be articulations of belief, aspirations and experiment. Those that are implicitly accepted in Britain are outlined in Chapter 2.

Comparing present programmes with an ideal, however, also highlights the restrictive interpretation of the functions of adult education that shapes and controls

present programmes. The exercise thus goes further than identifying obvious faults in the present system and highlights major omissions. As the Alexander Committee confirmed, for example, existing programmes are almost entirely dominated by the development of personal skills for recreational and social purposes, with virtually no attention being paid to the fact that the individual does not exist in isolation but has needs that vary and derive in part from the community in which he lives.

The restrictive nature of what is presently provided, and in pa ticular the ignoring of community considerations in adult education programmes is suggested as being a major factor in the reasons for low rates of attendance. When community considerations have been borne in mind elsewhere, as in the Educational Priority Area experiments and some of the work carried out in the British National Community Development Programme, the results have been encouraging. Yet interesting as the work of Lovett and others has proved to be, in perspective they have been isolated attempts at broadening the base of present provision. In general, the same programmes of dressmaking and physical education have continued from year to year and from community to community.

Indeed it is arguable that the greatest experimentation in exploring the links between adult education and particular communities has come from youth and community workers in the field. As the former have begun to move away from a social work approach to their work, and recognised a long term aim of encouraging adults to participate in their changing community, the need for increased skills and educational provision has gradually become apparent.

Yet while Youth and Community workers have moved towards the field of adult education, there has yet to be a widespread move by adult educators towards the community. As existing programmes illustrate, there appears to be a clear reluctance to expand beyond the safe neutrality of uncontroversial evening class programmes - a tendency aided perhaps by suspicions of the activist roles played by some community developers.

In discussions with those who provided programmes certainly the role of the adult educator was thus seen very much in terms of improving recreational skills rather than being related to personal or community problems - and while Patterson's unrealistic desire for neutrality was never as clearly expressed, it was implicit in all the programmes examined. As Chapter 2 illustrates, however, it is impossible for any adult education programme to be entirely neutral. Neither do community development methods imply conflict in themselves with the aims that adult education may have set themselves. While it is possible that certain political ideals may be promoted under either the adult education or community development banners, the objectives of both services come together when they aim to encourage adults to participate in their changing community.

The fact that this has not been widely recognised, and current adult education programmes are extremely limited in nature, however, undoubtedly invalidates claims that adults are apathetic towards adult education. How indeed can we know when such a limited part of adult education is currently being offered? While it remains a

possibility, the partial nature of what presently exists prevents any further conclusion.

The question of apathy nevertheless remains a central one. If adults are indeed not interested in educational activities, then changing from one approach to another, or increasing or decreasing resources available are less important issues than we may at times believe. But to claim that apathy to adult education does or does not exist by examining the response to existing programmes is a fallacy. Even were current activities brought to the attention of the general public far more effectively, non attendance would be interpreted at best as a lack of interest in what is offered and how it is offered, rather than in the field as a whole.

To illustrate these problems, Chapter 3 outlines the characteristics of one particular type of community - the Scottish new towns - in some detail, and from these characteristics derives a number of important criteria to be borne in mind in their adult education provision.

The choice of the new towns was not an arbitrary one for they are relatively well documented in the literature of the social sciences and their characteristics easy to determine. The favourable physical conditions in the new environment and the possibility of drawing up adult education programmes without the restrictions that may have grown up over time elsewhere, present a real opportunity to examine the needs of the new community 'ab initio', and to deduce an educational programme that is relevant therefrom.

The imbalance of age structures in the population, with its emphasis on young adults, low levels of participation in community activities and the changes that a move to a new town necessitates are all important factors to the adult educator who is concerned with providing such a programme, yet there is no evidence that any of these were considered when programmes of adult education in the Scottish new towns were drawn up. As visits to each of the new towns and discussions with those involved in programme planning confirmed, despite the opportunities available, not even the most obvious factors such as the age structure and composition of the population were borne in mind in deciding which classes to offer. Existing resources were uncoordinated as the LEA, WEA and University Extra Mural departments went their separate ways, and the particular role of adult education in the new town context remained unassessed. In the circumstances, the lack of impact of current activities is hardly surprising.

In none of the new towns, for example, was research of any kind being undertaken as to who came to classes or what were the main reasons for non-participation. Nor was there any attempt, even in the most basic way, to assess demand. In general programmes were provided, in a way that can at best be described as 'hit or miss'.

While this is disappointing in many ways, nevertheless the new town programmes illustrated in Chapter 4 did give some idea of the potential for development, even along relatively conventional lines. The success of Claremont, East Kilbride, for example, illustrates what can be achieved by a more

informal atmosphere and an attempt to make school facilities more easily accessible to the general public.

Indeed in each of the new towns there were examples of good practice - in Glenrothes the Gateway scheme had been an interesting attempt to attract young people into the adult education world : a response to local demands in Cumbernauld had been forthcoming when a local firm moderbised its techniques: community issues had been raised and discussed by the WEA in Irvine ; and enterprise in making more school facilities available in East Kilbride and Livingston had the effect of increasing enrolment considerably. On the whole however, the approach to adult education could hardly be described as professional. Although the relatively few resources available were frequently blamed for obvious inadequacies in present programmes (and clearly there is some substance in such a claim), the total absence of market research and the poor marketing of existing activitiescould not be entirely put down to lack of funds or personnel.

There are undoubtedly problems largely outwith the control of those responsible for adult education provision at a local level, and a detailed examination of the programmes in each of the new towns highlights the most important of these. The low status accorded to adult education in general, the commission basis of payment, enrolment criteria, lack of training and support and tensions with local schools are very real and important issues. Yet although the limitations of current programmes can to some extent be traced to those higher up the ladder, those at local level cannot be totally

exonerated for the lack of professionalism in their approach. Neither the most fundamental market research, nor any attempt at evaluating the success or otherwise of current programmes was carried out in any of the areas under examination.

Before a change in approach, however, is likely to occur evidence is clearly necessary as to whether additional effort or resources are likely to prove worthwhile. Unfortunately at present many of those working in the new towns assumed that they would not be, and the apathy or general lack of interest of the population was mentioned on several occasions.

The population surveys carried out in the Scottish new towns were thus designed to examine this claim. From the total of 2,400 questionnaires distributed on a random sample basis, 1,409 were returned, representing 58.7% of those contacted.

Although supporting some of the conclusions regarding adult students discovered by other studies - namely the influence of length of schooling and qualifications on the likelihood of attendance at adult classes - even on these relatively accepted issues a number of questions were raised by the new town study that perhaps warrant further investigation. The level of qualification obtained, for example, does not seem to be as important to the likelihood of adult education enrolment as whether any qualification has been received, suggesting that it is evidence of previous educational success rather than its level which may be an important factor.

Similarly only 5.2% of the sample claimed that they really disliked school - which throws some doubt on the often heard statement that school has held unhappy memories for

so many people that a return to the premises for adult education is inhibited. Furthermore, in the list of reasons for non-attendance, unsuitable surroundings was ranked last of all. Indeed, as far as the new town areas are concerned, none of the influences associated with schooling appear to have a great effect on the likelihood of participation.

The suggestion that it is the same students who attend classes year after year is also shown to be a fallacy. One in three (32.7%) stated that they had attended an adult education class at one time or another - a very different figure from the 6.1% who attend in the new towns each year. Clearly a considerable growth in attendance could be achieved if those students who returned to educational activities after leaving school did so on a regular basis.

A further commonly held belief called into question by the study concerns the profile of students by non-participants. As the survey results revealed, in the new towns at least, adult education does not have the image of being mainly for women, or the older age group or indeed the middle class. On the basis of the opinions expressed in the new town survey, the typical adult education population would be of all educational backgrounds, mostly under 35, with an emphasis on working class occupations, containing slightly more women than men, who are good at mixing. This clearly contrasts with the national pattern of the characteristics of those who do attend, but it also throws doubt on the suggestion that the working class do not attend adult education classes because they feel that are not for them. Claims such as Clyne's are not supported by the evidence.

Equally surprising, perhaps, were the reasons given by the general population for attendance at classes. The emphasis on vocational motives was a strong one in keeping with Havighurst's analysis and the youthful nature of the population, while only 6.8% saw adult education activities primarily as a way of developing a hobby or doing something creative. The suitability of primarily recreational activities to the new town population is thus brought into question.

Of the reasons for non-attendance suggested, lack of time and energy are clearly significant, and outwith the adult educator's control, but many of the other reasons supported were not. Family restrictions, which might be improved by creche facilities, a lack of interest in the subjects offered and a fear of the classes being too difficult all received a significant number of mentions. A concentration on more relevant programmes and better publicity to allay fears of inadequacy, would seem to be more important than worrying about the unsuitability of school premises.

Furthermore, an interest in adult education activities is undoubtedly present. 57.5% of the population indicated that they would seriously consider attending an educational activity to help them with their job or to improve their employment prospects, while 55% were interested in the possibility of classes to improve their qualifications. 61% were similarly interested in non-vocational activities, although a number of the hardy perennials of existing programmes were low on the list of preferred subjects. Dressmaking, for example, ranked 20th out of 25 offered, and Handicrafts 13th.

In view of such a response, the reasons for non-attendance and more importantly, the possibilities for increasing attendance warrant further attention. A number of areas of concern were highlighted by the surveys notably the discrepancy

between the 61% who are interested in non-vocational activities and the 32.7% who attend at one stage or the other in their lifetime, and secondly between the 32.7% and the 6.1% who attend each year. It is only when the reasons for these discrepancies have been clarified that future growth for adult education is likely.

The new town surveys suggested a number of reasons why these differences should exist, inadequate marketing (only 12.6% of the population identified their local adult education centre) being the most significant, and a lack of interest in the subject of the class, fear of classes being too difficult, and the problems of getting away from children or families being important contributors.

An important aspect of the methodology of this thesis, however, was that the evidence produced by such an investigation should be complemented by a period of action research. Hence having carried out astudy of adult education provision in each of the new towns, and undertaken a survey of the population, a one year case study of Livingston new town was undertaken to determine whether the results of the survey would be borne out by the test of practice.

After a consideration of the background of the area, which confirmed that Livingston was in many ways typical of a new town model, a study of local adult education provision confirmed that the extent and nature of evening class programmes was very similar to those provided elsewhere. The problems prevalent in all the new towns of an 'enrolment economy' and a restrictive interpretation of what adult education entailed were as trenchant in Livingston as elsewhere.

Of a more unusual nature, however, was the fact that in 1972/3 Midlothian County Council had abolished fees for adult education activities. Hence Livingston offered the

adult educator perhaps even greater opportunities than elsewhere in that finance was not a barrier to attendance and the part-time tutor organiser was able to increase both classes and attendances in the year after the change occurred. Classes offered rose from 18 to 45, and enrolments overall increased from 264 to 693.

A closer examination of the programmes of the respective years however, suggests caution in drawing any firm conclusions from these statistics. Many of the new classes offered were little more than the opening up of the schools' sporting facilities to the general public, and sports classes could account for 90% of the 102.5% enrolment increase.

It is also true that the population of Livingston was increasing by 4,000 a year at the time - hence some increase is to be expected in the light of a greater potential market. Assuming that 5% of the adult population attend classes each year, this could account for a further 100 enrolments. Taken together these factors suggest that in practice the effect of the abolition of fees may have been very little.

The programme itslef, was similar to that which might be found in any town in Scotland. The 'night school headmaster' ha relied primarily on school staff for the evening provision, and although the qualifications possessed were high, none had any qualification or training that related especially to adult education or the teaching of adults.

The students th mselves, were very similar in character to the general population - more so indeed than has been suggested by the NIAE and other studies. In general the

students possessed higher qualifications and had attended school for somewhat longer - there was also a slightly higher percentage having favourable school impressions - but the student and population surveys have not contributed much to suggestions that the lower qualified are not attracted to the type of adult education on offer.

While it is not possible to be definitive, due to the scope of the enquiry, the main reason for non-attendance highlighted by all the surveys may well be merely a lack of knowledge of what is offered. 53.3% of the Livingston population made no reference to one of the bodies responsible for adult education provision, and there was a widespread belief that adult education programmes were attended primarily for vocational motives. Indeed there was a reversed emphasis between the reasons students gave for attending classes (mainly non-vocational) and the reasons that the general population thought they held (mainly vocational). Taken together these factors suggest once again that a major problem is that of marketing.

In explaining the lack of knowledge of adult education further, a film evening was offered in Livingston to outline the range of adult education activities available. Every dwelling in the town was circulated and an attendance of 80 achieved. A second publicity gesture of holding an open evening at the centre some time later attracted over 300 people - a remarkable figure when placed in context of the lack of success of other public meetings in the area on topics as diverse as children's play (6) and the formation of a community council (14). While different intensities

of publicity may account for much of this difference, it would nevertheless be difficult to find any great support for a general apathy any greater than shown towards other topics.

One of the main purposes of the survey however was to determine the courses in which people might be interested. Of the 25 choices provided, Child Behaviour was clearly the most popular, and was chosen to explore the degree of success likely when a choice of subject matter is given. In the event, 89 women attended the courses (0.8% of the adult population in Livingston) as compared with 15.7% of the population who had indicated an interest. As the course was aimed specifically at women, however, and restricted to the years of childhood 0-5, the discrepancies between the two figures are not as great as are at first suggested. Adjusting for those who have children in this age range, it would appear that the courses attracted 3% of those eligible to attend - a figure which must be placed alongside the 5% attendance for all courses likely each year. It is similarly noteworthy that more than 3 times as many people attended the child behaviour courses as any other adult education activity.

The money matters course, on the other hand, produced far less interest, despite identical publicity, and in keeping with its ninth place in the list. Since other variables were involved (different timing and support facilities), other explanations are possible, but the impact of relating courses to interests revealed by a survey appears to be encouraging and deserves further attention.

It seems unlikely, however, on the evidence from Livingston that evening classes alone will prove sufficient to move adult education from the margin of educational provision to an integrated part of civilised living. Not everyone, for reasons of convenience or choice wishes to attend a formal class over a period of 10 or 20 weeks, and almost 40% of the population indicated no interest in attending an educational activity. This does not mean, however, that the role of the adult educator, as far as these people are concerned, is over.

The use of social organisations in Livingston is but one alternative approach that could produce both a far greater interest in adult education, and a greater involvement. The social organisations, when approached, showed genuine interest in activities of an educational nature, as the housewives shopping survey and old peoples discussion groups illustrate. Many social organisations - and in particular those that met in an afternoon - had difficulties in finding speakers or activities - indeed their main function seemed to be in getting people in the new town together - and the offer of activities from the adult educator was almost invariably gratefully received.

Perhaps most important of all, however, was the contribution made to the community playscheme. Unfortunately it is also the most difficult to define, for it is the <u>educational approach</u> in the activity that in essence is the most important aspect. Without someone looking at the educational possibilities of such an ongoing community exercise, it is probably that the scheme would have been organised by the professional youth and community workers/playleaders in the town on their own, with helpers being encouraged to carry out specifically directed tasks.

As it was, it gave adults the opportunities to discuss children's play needs, consider the fundamental problems of organising a major scheme, discuss questions of community involvement and participation, and cover a whole range of issues in a climate of informed participation that led to the establishment of a practical and useful project. Consequently the Craigshill Summer playscheme group emerged after the first year and has continued to develop children's play in the area, on an increasing basis.

The playscheme illustrated what can be achieved if adult education responds sensitively to interests in the population, even though they may not be primarily educational in nature. Although such approaches require an added flexibility from the adult educator, the rewards in terms of numbers of participants are likely to far outweigh conventional programmes.

Such developments can only take place, however, if the adult educator is not tied to particular premises, courses of certain lengths or numbers criteria - and indeed if he is made aware of the scope of his profession. The lack of training of those at grass roots level and their almost total identification of adult education with evening class programmes is a prime matter of concern. While experiments such as the abolition of fees may produce some rise in enrolments (though the evidence is far from conclusive) a significant breakthrough is only really likely when those responsible for adult education provision in the area are made aware of the scope of their task.

Furthermore, this does not necessarily mean a massive injection of resources. Although in Livingston there was the advantage of the author's role as a free ranging promoter of adult education, full time staff had been available

elsewhere (e.g. East Kilbride) for some time, without producing similar results. Indeed the programmes of each of the Scottish new towns appear remarkably alike, despite the different organisational forms from which they emerged. Whether from full time community education assistants in East Kilbride, night-school superintendents in Irvine, part time tutor organisers in Cumbernauld, a night school headmaster in Livingston or the combination of full time and part time tutor organisers in Glenrothes, limited evening class programmes were invariably the result. Without a recognition of the need to adopt a more professional approach to the marketing of existing activities, and a sensitivity to the needs of those in the area, increased personnel are unlikely to have the impact that might be expected.

The amalgamation with the Youth and Community service, too, is important in this respect, since it brings within the adult education network ten times as many potential workers in the field. The personnel for further developments may now be there, and the change of emphasis by the Youth and Community service towards encouraging people to find their own solutions to problems is likely to increase their awareness of the importance of adult education in their work.

The merger at present, however, is an uneasy one, with distrust of youth and community work by many adult educators who see it either as the running of youth clubs or a political community development activity, and disbelief by many youth and community workers that adult education has

anything to offer those then PE and dressmaking programmes. Though the physical structure has been created for both to benefit, the marriage has yet to be consummated.

In the long run, however, the benefits to adult education are likely to be great. With an added interest in an educational approach to problems, and a determined effort to build education into everyday activities, there is the real possibility of adult education playing an important role in the community. In the new town study, it has been shown that the prerequisites of an interest in adult education amongst the general population is there and with more attention to marketing this interest can be translated into greater participation. If these facts can be built upon, then the late 1970s have the possibility of becoming a period of major breakthrough for adult education, rather than a wasted opportunity.

An equally important lesson however is that there is still considerable potential for growth even along relatively conventional evening class lines. With a more professional approach to adult education provision, enrolments should rise far beyond the 5% currently enjoyed. In the rush to form a community education service, it would be a pity if the failings of the present system are conveniently ignored.

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APPENDICES

List of Appendices.

UNIVERSITY OF EDINBURGH

DEPARTMENT OF EDUCATIONAL STUDIES

Head of Department - John Lowe, B.A., Ph.D.

11 Buccleuch Place
Edinburgh EH8 9JT
031-667-1011 Ext. 6685

December, 1972.

Dear Sir/Madam,

We are trying to find out more about the leisure-time interests and activities of the people in Livingston, so that we can provide more facilities in the near future. We would therefore be grateful if you would fill in this questionnaire and hand it back to the collector who will call later this evening.

There is no need to give your name or address and any information that you do give will be treated as STRICTLY CONFIDENTIAL.

The questionnaire will only take about ten minutes to complete and the results will help us to put on some interesting and useful activities in the near future.

Thank you for your cooperation.

Yours faithfully,

D. J. Collins
Research Assistant

UNIVERSITY OF EDINBURGH

DEPARTMENT OF EDUCATIONAL STUDIES

11 Buccleuch Place
Edinburgh EH8 9JT
031-667-1011
Extension 6685.

Head of Department - John Lowe, B.A., Ph.D.

7th February, 1973.

We are trying to find out more about the leisure-time interests and activities of the people in Livingston, so that we can provide more facilities in the near future. We would therefore be grateful if you would fill in this questionnaire and return it in the stamped addressed envelope enclosed.

We tried to come and see you about this personally but unfortunately you were not in on the occasions when we called. Your name was selected at random from a list of all the people living in the Ladywell/Howden areas, and the answers that you give will speak for many others.

There is no need to give your name or address on the questionnaire and any information that you do give will be treated as strictly confidential.

The questionnaire will only take about 10 minutes to complete and the results will help us to put on some interesting and useful activities in the near future. It would help considerably if you could return the questionnaire within the next week.

Thank you for your co-operation.

Yours faithfully,

D. J. Collins
Research Assistant

UNIVERSITY OF EDINBURGH

DEPARTMENT OF EDUCATIONAL STUDIES

11 Buccleuch Place,
Edinburgh EH8 9JT
031-667-1011
Extension 6685.

Head of Department - John Lowe, B.A., Ph.D.

7th February, 1973.

As you weren't in when the collector called for your questionnaire this evening, we are leaving a stamped addressed envelope so that you can return it at your leisure.

We would be very grateful, however, if you could do this as soon as possible (preferably before the end of the week). This would help us considerably in completing the survey and providing suitable and interesting activities for those in your area in the near future.

Yours sincerely,

D. J. Collins
Research Assistant

CONFIDENTIAL

UNIVERSITY OF EDINBURGH

DEPARTMENT OF EDUCATIONAL STUDIES

LIVINGSTON PROJECT 1972-73

HOW TO FILL IN THE QUESTIONNAIRE

1) For most questions all you have to do is to put a circle round the number next to the answer which applies to you.

Here is an example:

How long have you been living in Livingston?	Under 1 year	1
	1-2 years	2
	3-4 years	3
	5-6 years	4
	7 years or over	5
	I do not live in Livingston (Please give details of where you live .....)	6

(Answered by someone who has been living in Livingston for just over a year)

2) In answering a few questions, however, you are asked to write in your own answers in a few words. Please try to do this as neatly as possible as this helps us in our analysis.

3) When you have finished, please check that you have answered ALL the questions and hand it back to the collector when he or she calls.

THANK YOU

Office use only

1	2	3	4	5	6

1) Age last birthday:

Under 18	1
18-24	2
25-34	3
35-44	4
45-54	5
55-64	6
65 and over	7

3) Sex

Male	1
Female	2

7 8

4) Are you a housewife?

Yes	1
No	2

9

2) Marital Status

Single	1
Married	2
Widowed/Separated or Divorced	3

5) Are you retired?

Yes	1
No	2

10 11

6) What is your present employment position?

In paid employment (full-time)	1
In paid employment (part-time)	2
Not in paid employment	3

12

7) What is your occupation? (Note 1 If you are retired, please give your previous occupation.

Note 2 Please give brief details if there is any risk of doubt - for example, not just "engineer" but "motor mechanic" or "civil engineer" etc. or if you are a civil servant, please give your grade.)

13	14	15

.....

.....

Note 3 If you are a married woman, please give your husband's occupation.

.....

.....

8) Have you any children of your own or living with you?

Yes	1
No	2

16

If you have answered 'Yes', please write down the age of each child.

	Age
First child	.....
Second child	.....
Third child	.....
Fourth child	.....
Fifth child	.....

17	18

9) How long have you been living in Livingston?

Under 1 year	1
1-2 years	2
3-4 years	3
5-6 years	4
7 years or over	5
I do not live in Livingston (Please give details of where you live..... .....)	6

19

Office use only

10) Whereabouts in Livingston do you live?

- Craigshill 1
- Howden 2
- Ladywell 3
- Deans 4
- Livingston Village 5
- Elsewhere..... 6

(Please give details .....)

20

11) What was your age when you finished your full-time education?

- 15 or under 1
- 16 2
- 17 3
- 18 4
- 19 5
- 20 or over 6
- I am still completing my full-time education 7

(Please give details .....)

21

12) What is the highest qualification that you have obtained?

- -University degree or equivalent 1
- -Teacher's training certificate 2
- -Higher National Certificate 3
- -Scottish Highers or G.C.E. 'A' Level or Matriculation 4
- -S.C.E. 'O' grade or Scottish Lowers or English 'O' Levels or Ordinary National Cert. 5
- -Any other qualification 6 (Please name it .....)
- -No certificate or qualification 7

22

13) Thinking back to your schooldays, how would you say you got on? (Circle the number next to the reason which you think best expresses your opinion)

- I really enjoyed school 1
- School was OK and I was sorry to leave 2
- School was OK but I was glad to leave 3
- I really disliked school 4

23

14) Are you a member of any local organisations or clubs, e.g. sports club or social club, a youth organisation, trade union or political party, P.T.A., women's organisation, church group or community association etc.? Please give details, or write 'NONE'

.....
.....
.....

24 25

Office use only

5) What sort of things do you enjoy doing most in your spare time? (that is, in the time you have left over in the week, or at the weekend after your work and household jobs are done)

.....

.....

..... 26 27

6) Some adults who have left school, like to keep up their interests or take up new ones. Classes are sometimes provided where they can learn about things like car maintenance, handicrafts or other leisure-time activities or take courses to help them improve their qualifications. If a friend of yours wanted to do something like this, where would you advise him or her to make enquiries? 28

.....

.....

7) If you have been to any of these classes (sometimes described as 'adult education' or 'night school' classes), please write down the name of the last one you attended, where it was held, the approximate date and the name of the organisation providing the course.

Name of class	Place	Approx.Date	Organisation providing the course	29 30 31

.....

.....

8) Do you go to any other classes or courses, either out of interest or to help with your job?

		32
Yes	1	
No	2	

If you answered 'Yes', please give the name of the organisation that put on the course, what the course is and where it is held.

Name of class	Place	Approx.Date	Organisation providing the course	33 34 35

.....

.....

9) What sort of people do you think are likely to go to the kind of classes we have been talking about? Please circle SIX numbers (one in each box).

			36 37 38
Mostly men 1	Mostly single 1	Mostly under 35 1	
Mostly women 2	Mostly married 2	Mostly over 35 2	
Both 3	Both 3	Both 3	
Don't know 4	Don't know 4	Don't know 4	

			39 40 41
Mostly middle class 1	Mostly well-educated 1	Mostly lonely 1	
Mostly working class 2	" not well-educated 2	Mostly good mixers 2	
Both 3	Both 3	Both 3	
Don't know 4	Don't know 4	Don't know 4	

20) Here is a list of reasons that people who go to classes have given for going. Which do you think are the THREE most important reasons for them? (The most important reason, a second reason and a third reason). Please circle THREE numbers (one in each column).

Office use only

	Main Reason	2nd Reason	3rd Reason	
(a) To get on in their present job.....	01	01	01	42 43
(b) To help them get a better job.....	02	02	02	44 45
(c) To improve their qualifications.....	03	03	03	46 47
(d) To fill gaps in their earlier education...	04	04	04	
(e) Out of general interest	05	05	05	
(f) Because of a special interest in the subject of the class	06	06	06	
(g) To do something practical or creative	07	07	07	
(h) As a hobby	08	08	08	
(i) To relax	09	09	09	
(j) To be entertained	10	10	10	
(k) To help them get on better with their children	11	11	11	
(l) To be better educated for the sake of their family	12	12	12	
(m) To meet others, often with similar interests	13	13	13	
(n) To keep fit	14	14	14	
(o) To prepare for retirement	15	15	15	

21) Why do you think many people don't go to these classes? Again, please give THREE reasons (The most important and two others. Circle THREE numbers (one in each column).

	Main Reason	2nd Reason	3rd Reason	
(a) They are too busy with other things	01	01	01	48 49
(b) They have no time or energy left after a day's work	02	02	02	50 51
(c) They are not interested in the subject of the class	03	03	03	52 53
(d) They feel that classes are going to be too difficult for them	04	04	04	
(e) The classes are held at inconvenient times	05	05	05	
(f) It is too difficult to get away from their children or families	06	06	06	
(g) They do not know such classes exist	07	07	07	
(h) The classes are held in schools or other unsuitable surroundings	08	08	08	
(i) The classes are held at places which are too far away or inconvenient	09	09	09	
(j) The classes are intended for people from a different social class	10	10	10	
(k) They are not interested in being better educated	11	11	11	
(l) They just can't be bothered	12	12	12	

Office use only

12) If you could find, here in Livingston, a course organised that would help with your job or career, would you seriously consider going to it?

Yes	1	54
No	2	
Not sure	3	

13) Would you go to a class to improve your qualifications?

Yes	1	55
No	2	
Not sure	3	

14) Here is a list of subjects which are sometimes covered in adult or further education classes. Please look at each subject and decide how interested you are in it. Then circle one of the numbers beside each subject (Circle (1) if you are very interested in it (2) if you are quite interested (3) if you are not really interested and (4) if you are not interested at all. Please remember to circle ONE NUMBER FOR EACH SUBJECT.

Child behaviour	1 2 3 4	Household budgeting & money matters	1 2 3 4	56 57
First aid & health educ.	1 2 3 4	Buying a house	1 2 3 4	58 59
The law and you	1 2 3 4	Do-it-yourself/Home repairs	1 2 3 4	60 61
The social services & your rights	1 2 3 4	General handicrafts & hobbies	1 2 3 4	62 63
Local History/History	1 2 3 4	Cookery	1 2 3 4	64 65
Local government & local affairs	1 2 3 4	Sewing & Dressmaking	1 2 3 4	66 67
Social studies/Economics & Politics	1 2 3 4	Gardening	1 2 3 4	68 69
Science	1 2 3 4	Car maintenance & motoring	1 2 3 4	70 71
Preparing for retirement	1 2 3 4	Art	1 2 3 4	72 73
General education	1 2 3 4	Music	1 2 3 4	74 75
Scottish culture	1 2 3 4	Theatre/Drama	1 2 3 4	76 77
Foreign Languages	1 2 3 4	Photography	1 2 3 4	78 79
Geography	1 2 3 4			80

1 2 3 4 5 6
7

15) Would you seriously consider going to a series of films or talks on any of these subjects, if they were held in Livingston?

Yes	1	8 9
No	2	
Not sure	3	

If you have answered 'Yes' could you say which ones?

.....

.....

.....

.....

10 11

12 13

Office use only

6) Are there any other subjects you would like to study or things you would like to do better, but cannot because opportunities do not exist in this area?

Yes	1	
No	2	11
Not sure	3	

If you have answered 'Yes', could you please write here the sort of things you have in mind?

.....

.....

15	16
17	18
19	20

7) Could you attend classes during the daytime if special arrangements were made for looking after your children?

Yes	1	
No	2	21
Not sure	3	
I do not have any children	4	

8) If you did decide to go to a class, which of these times would suit you? (Circle as many as appropriate).

		Yes	1			Yes	1	
	morning	No	2		morning	No	2	
		Not sure	3			Not sure	3	
		Yes	1			Yes	1	37 49
MONDAY	afternoon	No	2	FRIDAY	afternoon	No	2	38 50
		Not sure	3			Not sure	3	39 51
		Yes	1			Yes	1	
	evening	No	2		evening	No	2	
		Not sure	3			Not sure	3	
		Yes	1			Yes	1	
	morning	No	2		morning	No	2	
		Not sure	3			Not sure	3	
		Yes	1			Yes	1	40 52
TUESDAY	afternoon	No	2	SATURDAY	afternoon	No	2	41 53
		Not sure	3			Not sure	3	42 54
		Yes	1			Yes	1	
	evening	No	2		evening	No	2	
		Not sure	3			Not sure	3	
		Yes	1			Yes	1	
	morning	No	2		morning	No	2	
		Not sure	3			Not sure	3	
		Yes	1			Yes	1	43 55
WEDNESDAY	afternoon	No	2	SUNDAY	afternoon	No	2	44 56
		Not sure	3			Not sure	3	45 57
		Yes	1			Yes	1	
	evening	No	2		evening	No	2	
		Not sure	3			Not sure	3	
		Yes	1					
	morning	No	2					
		Not sure	3					
		Yes	1					46
THURSDAY	afternoon	No	2					47
		Not sure	3					48
		Yes	1					
	evening	No	2					
		Not sure	3					

THANK YOU FOR YOUR HELP

It would be appreciated if you would spend a minute checking that you have answered ALL the questions.

CONFIDENTIAL

UNIVERSITY OF EDINBURGH

DEPARTMENT OF EDUCATIONAL STUDIES

SURVEY

OF

ADULT

EDUCATION

STUDENTS

HOW TO FILL IN THE QUESTIONNAIRE

1) For most questions all you have to do is to put a circle round the number next to the answer which applies to you.

   Here is an example:

   How do you usually travel to this class?
   (Please circle only one number)

On foot	1
By bicycle	2
By car	3
By motor cycle - scooter	4
By bus	(5)
By train	6
By other means (Please give details)	7

   .....

   (Answered by a person who travels by bus)

2) In answering a few questions, however, you are asked to write in your own answers in a few words. Please try to do this as neatly as possible as this helps us in our analysis.

3) When you have finished, please check that you have answered ALL the questions and hand it back to the collector when he or she calls.

THANK YOU

LIVINGSTON PROJECT 1972-73

Office use only

1	2	3	4	5	6

1) Age last birthday:

Under 18	1
18-24	2
25-34	3
35-44	4
45-54	5
55-64	6
65 and over	7

2) Marital Status

Single	1
Married	2
Widowed/Separated or Divorced	3

3) Sex

Male	1
Female	2

7 8

4) Are you a housewife?

Yes	1
No	2

9

5) Are you retired?

Yes	1
No	2

10 11

6) What is your present employment position?

In paid employment (full-time)	1
In paid employment (part-time)	2
Not in paid employment	3

12

7) What is your occupation? (Note 1 If you are retired, please give your previous occupation.

Note 2 Please give brief details if there is any risk of doubt - for example, not just "engineer" but "motor mechanic" or "civil engineer" etc. or if you are a civil servant, please give your grade.)

13	14	15

.....

.....

Note 3 If you are a married woman, please give your husband's occupation.

.....

.....

8) Have you any children of your own or living with you?

Yes	1
No	2

16

If you have answered 'Yes', please write down the age of each child.

	Age
First child	.....
Second child	.....
Third child	.....
Fourth child	.....
Fifth child	.....

17	18

9) How long have you been living in Livingston?

Under 1 year	1
1-2 years	2
3-4 years	3
5-6 years	4
7 years or over	5
I do not live in Livingston (Please give details of where you live..... .....)	6

19

Office use only

10) Whereabouts in Livingston do you live?

- Craigshill 1
- Howden 2
- Ladywell 3
- Deans 4
- Livingston Village 5
- Elsewhere..... 6
  (Please give details .....)

20

11) What was your age when you finished your full-time education?

- 15 or under 1
- 16 2
- 17 3
- 18 4
- 19 5
- 20 or over 6
- I am still completing my full-time education 7
  (Please give details .....)

21

12) What is the highest qualification that you have obtained?

- -University degree or equivalent 1
- -Teacher's training certificate 2
- -Higher National Certificate 3
- -Scottish Highers or G.C.E. 'A' Level or Matriculation 4
- -S.C.E. 'O' grade or Scottish Lowers or English 'O' Levels or Ordinary National Cert. 5
- -Any other qualification 6
  (Please name it .....)
- -No certificate or qualification 7

22

13) Thinking back to your schooldays, how would you say you got on? (Circle the number next to the reason which you think best expresses your opinion)

- I really enjoyed school 1
- School was OK and I was sorry to leave 2
- School was OK but I was glad to leave 3
- I really disliked school 4

23

14) Are you a member of any local organisations or clubs, e.g. sports club or social club, a youth organisation, trade union or political party, P.T.A., women's organisation, church group or community association etc.? Please give details, or write 'NONE'

.....
.....
.....

24 25

Office use only

5) What sort of things do you enjoy doing most in your spare time? (that is, in the time you have left over in the week, or at the weekend after your work and household jobs are done)

.....

.....

.....

26 27

6) What first brought this course to your notice?
(Please circle only one number)

A noticeboard	1
A personal enquiry	2
The recommendation of a friend or acquaintance	3
A press notice or advertisement	4
Attendance at a previous class	5
Information received as a member of a club, society or association	6
Information received at work	7
Information received in any other way (Please give details..... .....)	8

28

7) Had you attended any adult education classes before you came to Livingston?

Yes	1
No	2

29 30 31

8) What classes are you at present attending? (either organised by the local authority or any other body). Include any course taken to help you with your job.

	Name	Providing Body	Place Held
Class where you received this questionnaire	.....		
Other classes	.....		
	.....		

32 33 34

9) From your experience, what sort of people do you think normally go to adult classes? Please circle SIX NUMBERS (one in each box).

Mostly men 1	Mostly single 1	Mostly under 35 1
Mostly women 2	Mostly married 2	Mostly over 35 2
Both 3	Both 3	Both 3
Don't know 4	Don't know 4	Don't know 4

35 36 37

Mostly middle class 1	Mostly well-educated 1	Mostly lonely 1
Mostly working class 2	" not well-educated 2	Most good mixers 2
Both 3	Both 3	Both 3
Don't know 4	Don't know 4	Don't know 4

38 39 40

Office use only

20) Please look at the list of phrases given below. These are some of the reasons given by adults in different parts of the country for going to classes. Which are the THREE most important reasons for you personally? (The most important reason, a second reason and a third reason). Please circle THREE NUMBERS (one in each column).

		Main Reason	2nd Reason	3rd Reason	
(a)	To get on in their present job	01	01	01	42 43
(b)	To help them get a better job	02	02	02	44 45
(c)	To improve their qualifications	03	03	03	46 47
(d)	To fill gaps in their earlier education ..	04	04	04	
(e)	Out of general interest	05	05	05	
(f)	Because of a special interest in the subject of the class	06	06	06	
(g)	To do something practical or creative	07	07	07	
(h)	As a hobby	08	08	08	
(i)	To relax	09	09	09	
(j)	To be entertained	10	10	10	
(k)	To help them get on better with their children	11	11	11	
(l)	To be better educated for the sake of their family	12	12	12	
(n)	To meet others, often with similar interests	13	13	13	
(n)	To keep fit	14	14	14	
(o)	To prepare for retirement	15	15	15	

21) Why do you think many people don't go to these classes? Again, please give THREE reasons (The most important and two others. Circle THREE numbers (one in each column).

		Main Reason	2nd Reason	3rd Reason	
(a)	They are too busy with other things	01	01	01	48 49
(b)	They have no time or energy left after a day's work	02	02	02	50 51
(c)	They are not interested in the subject of the class	03	03	03	52 53
(d)	They feel that classes are going to be too difficult for them	04	04	04	
(e)	The classes are held at inconvenient times	05	05	05	
(f)	It is too difficult to get away from their children or families.....	06	06	06	
(g)	They do not know such classes exist	07	07	07	
(h)	The classes are held in schools or other unsuitable surroundings	08	08	08	
(i)	The classes are held at places which are too far away or inconvenient	09	09	09	
(j)	The classes are intended for people from a different social class	10	10	10	
(k)	They are not interested in being better educated	11	11	11	
(l)	They just can't be bothered	12	12	12	

Office use only

22) If you could find, here in Livingston, a course organised that would help with your job or career, would you seriously consider going to it?

Yes 1
No 2
Not sure 3

54

23) Would you go to a class to improve your qualifications?

Yes 1
No 2
Not sure 3

55

24) Here is a list of subjects which are sometimes covered in adult or further education classes. Please look at each subject and decide how interested you are in it. Then circle one of the numbers beside each subject (Circle (1) if you are very interested in it (2) if you are quite interested (3) if you are not really interested and (4) if you are not interested at all. Please remember to circle ONE NUMBER FOR EACH SUBJECT.

Child behaviour	1 2 3 4	Household budgeting & money matters	1 2 3 4	56 57
First aid & health educ.	1 2 3 4	Buying a house	1 2 3 4	58 59
The law and you	1 2 3 4	Do-it-yourself/Home repairs	1 2 3 4	60 61
The social services & your rights	1 2 3 4	General handicrafts & hobbies	1 2 3 4	62 63
Local History/History	1 2 3 4	Cookery	1 2 3 4	64 65
Local government & local affairs	1 2 3 4	Sewing & Dressmaking	1 2 3 4	66 67
Social studies/Economics & Politics	1 2 3 4	Gardening	1 2 3 4	68 69
Science	1 2 3 4	Car maintenance & motoring	1 2 3 4	70 71
Preparing for retirement	1 2 3 4	Art	1 2 3 4	72 73
General education	1 2 3 4	Music	1 2 3 4	74 75
Scottish culture	1 2 3 4	Theatre/Drama	1 2 3 4	76 77
Foreign Languages	1 2 3 4	Photography	1 2 3 4	78 79
Geography	1 2 3 4			80

1 2 3 4 5 6

7

25) Would you seriously consider going to a series of films or talks on any of these subjects, if they were held in Livingston?

Yes 1
No 2
Not sure 3

8 9

If you have answered 'Yes' could you say which ones?

10 11

.....

12 13

.....

.....

.....

Office use only

26) Are there any other subjects you would like to study or things you would like to do better, but cannot because opportunities do not exist in this area?

Yes	1
No	2
Not sure	3

14

If you have answered 'Yes', could you please write here the sort of things you have in mind?

.....

.....

15 16 17 18 19 20

27) Could you attend classes during the daytime if special arrangements were made for looking after your children?

Yes	1
No	2
Not sure	3
I do not have any children	4

21

28) Would you say that the range of classes available to adults in Livingston is

Very wide	1
Wide	2
Neither wide nor limited	3
Limited	4
Very limited	5

22

29) How interested do you think most people living locally are in going to classes for adults? Would you say

Most people are very interested	1
Most people are interested	2
Most people are not very interested	3
Most people are not interested at all	4

23

30) Have you any ideas on how classes for adults could be made more popular?

Yes	1
No	2

24

If you have answered 'Yes' please give some further details

.....

.....

.....

.....

25 26 27 28 29 30

31) What do you think are the main benefits and satisfactions that you have obtained from taking your present course?

.....

.....

.....

31 32 33 34 35 36

Office use only

32) When are you able to attend classes?
(Circle as many numbers as appropriate)

		Yes	1			Yes	1	
	morning	No	2		morning	No	2	
		Not sure	3			Not sure	3	
		Yes	1			Yes	1	37 49
MONDAY	afternoon	No	2	FRIDAY	afternoon	No	2	38 50
		Not sure	3			Not sure	3	39 51
		Yes	1			Yes	1	
	evening	No	2		evening	No	2	
		Not sure	3			Not sure	3	
		Yes	1			Yes	1	
	morning	No	2		morning	No	2	
		Not sure	3			Not sure	3	
		Yes	1			Yes	1	40 52
TUESDAY	afternoon	No	2	SATURDAY	afternoon	No	2	41 53
		Not sure	3			Not sure	3	42 54
		Yes	1			Yes	1	
	evening	No	2		evening	No	2	
		Not sure	3			Not sure	3	
		Yes	1			Yes	1	
	morning	No	2		morning	No	2	
		Not sure	3			Not sure	3	
		Yes	1			Yes	1	43 55
WEDNESDAY	afternoon	No	2	SUNDAY	afternoon	No	2	44 56
		Not sure	3			Not sure	3	45 57
		Yes	1			Yes	1	
	evening	No	2		evening	No	2	
		Not sure	3			Not sure	3	
		Yes	1					
	morning	No	2					
		Not sure	3					
		Yes	1					46
THURSDAY	afternoon	No	2					47
		Not sure	3					48
		Yes	1					
	evening	No	2					
		Not sure	3					

33) Do you think that the room where your present class is held is

	Very comfortable	1	
	Comfortable	2	
A	All right	3	58
	Uncomfortable	4	
	Very uncomfortable	5	
	Very suitable for adults	1	
	Suitable for adults	2	
B	All right	3	59
	Not suitable for adults	4	
	Completely unsuitable for adults	5	

Office use only

34) What about the standard of your present class?
Do you find it

Much too advanced	1	
A little too advanced	2	
About the right level	3	60
A little too easy	4	
Much too easy	5	

35) How has your class compared with your expectations before you joined?
Is it

Much better than expected	1	
Better than expected	2	
About what you expected	3	61
Worse than expected	4	
Much worse than expected	5	

36) How do you usually travel to this class?
(Please circle only one number)

On foot	1	
By bicycle	2	
By car	3	62
By motor cycle - scooter	4	
By bus	5	
By train	6	
By other means (Please give details)	7	

.....

.....

THANK YOU FOR YOUR HELP

It would be appreciated if you would spend a minute checking that you have answered ALL the questions.

CONFIDENTIAL

UNIVERSITY OF EDINBURGH

DEPARTMENT OF EDUCATIONAL STUDIES

SURVEY

OF

ADULT

EDUCATION

TUTORS

HOW TO FILL IN THE QUESTIONNAIRE

1) For most questions all you have to do is to put a circle round the number next to the answer which applies to you.

   Here is an example:

   How do you usually travel to this class?
   (Please circle only one number)

On foot	1
By bicycle	2
By car	3
By motor cycle - scooter	4
By bus	(5)
By train	6
By other means (Please give details)	7

   .....

   (Answered by a person who travels by bus)

2) In answering a few questions, however, you are asked to write in your own answers in a few words. Please try to do this as neatly as possible as this helps us in our analysis.

3) When you have finished, please check that you have answered ALL the questions and hand it back to the collector when he or she calls.

THANK YOU

LIVINGSTON PROJECT 1972-73

1) Age last birthday:

Under 18	1
18-24	2
25-34	3
35-44	4
45-54	5
55-64	6
65 and over	7

3) Sex

Male	1
Female	2

7 8

4) Are you a housewife?

Yes	1
No	2

9

2) Marital Status

Single	1
Married	2
Widowed/Separated or Divorced	3

5) Are you retired?

Yes	1
No	2

10 11

6) What is your present employment position?

In paid employment (full-time)	1
In paid employment (part-time)	2
Not in paid employment	3

12

7) What is your occupation? (Note 1 If you are retired, please give your previous occupation.

Note 2 Please give brief details if there is any risk of doubt - for example, not just "engineer" but "motor mechanic" or "civil engineer" etc. or if you are a civil servant, please give your grade.)

13 14 15

.....

.....

Note 3 If you are a married woman, please give your husband's occupation.

.....

.....

8) Have you any children of your own or living with you?

Yes	1
No	2

16

If you have answered 'Yes', please write down the age of each child.

	Age
First child	.....
Second child	.....
Third child	.....
Fourth child	.....
Fifth child	.....

17 18

9) How long have you been living in Livingston?

Under 1 year	1
1-2 years	2
3-4 years	3
5-6 years	4
7 years or over	5
I do not live in Livingston	6

(Please give details of where you live.....
.....)

19

Office use only

10) Whereabouts in Livingston do you live?

Craigshill	1	
Howden	2	
Ladywell	3	
Deans	4	20
Livingston Village	5	
Elsewhere.....	6	
(Please give details ....)		

11) What was your age when you finished your full-time education?

15 or under	1	
16	2	
17	3	
18	4	21
19	5	
20 or over	6	
I am still completing my full-time education	7	
(Please give details ....)		

12) What is the highest qualification that you have obtained?

-University degree or equivalent	1	
-Teacher's training certificate	2	
-Higher National Certificate	3	
-Scottish Highers or G.C.E. 'A' Level or Matriculation	4	22
-S.C.E. 'O' grade or Scottish Lowers or English 'O' Levels or Ordinary National Cert.	5	
-Any other qualification (Please name it ....)	6	
-No certificate or qualification	7	

13) Thinking back to your schooldays, how would you say you got on? (Circle the number next to the reason which you think best expresses your opinion)

I really enjoyed school	1	
School was OK and I was sorry to leave	2	23
School was OK but I was glad to leave	3	
I really disliked school	4	

14) Are you a member of any local organisations or clubs, e.g. sports club or social club, a youth organisation, trade union or political party, P.T.A., women's organisation, church group or community association etc.? Please give details, or write 'NONE'

24 25

.....
.....
.....

Office use only

5) What sort of things do you enjoy doing most in your spare time? (that is, in the time you have left over in the week, or at the weekend after your work and household jobs are done)

.....

.....

.....

26 27

6) Have you given any adult education classes outside Livingston?

Yes	1
No	2

29 30 31

7) What classes are you at present giving? (Please include the class where you received this questionnaire.)

32

Class	Organising Body	Place
.....		
.....		
.....		

33 34 35

8) From your experience, what sort of people do you think normally go to adult classes? Please circle SIX NUMBERS (one in each box).

Mostly men 1	Mostly single 1	Mostly under 35 1
Mostly women 2	Mostly married 2	Mostly over 35 2
Both 3	Both 3	Both 3
Don't know 4	Don't know 4	Don't know 4

35 36 37

Mostly middle class 1	Mostly well-educated 1	Mostly lonely 1
Mostly working class 2	" not well-educated 2	Most good mixers 2
Both 3	Both 3	Both 3
Don't know 4	Don't know 4	Don't know 4

38 39 40

20) Here is a list of reasons that people who go to classes have given for going. Which do you think are the THREE most important reasons for them? (The most important reason, a second reason and a third reason). Please circle THREE numbers (one in each column).

Office use only

		Main Reason	2nd Reason	3rd Reason	
(a)	To get on in their present job.....	01	01	01	42 43
(b)	To help them get a better job.....	02	02	02	44 45
(c)	To improve their qualifications.....	03	03	03	46 47
(d)	To fill gaps in their earlier education...	04	04	04	
(e)	Out of general interest	05	05	05	
(f)	Because of a special interest in the subject of the class	06	06	06	
(g)	To do something practical or creative	07	07	07	
(h)	As a hobby	08	08	08	
(i)	To relax	09	09	09	
(j)	To be entertained	10	10	10	
(k)	To help them get on better with their children	11	11	11	
(l)	To be better educated for the sake of their family	12	12	12	
(m)	To meet others, often with similar interests	13	13	13	
(n)	To keep fit	14	14	14	
(o)	To prepare for retirement	15	15	15	

21) Why do you think many people don't go to these classes? Again, please give THREE reasons (The most important and two others. Circle THREE numbers (one in each column).

		Main Reason	2nd Reason	3rd Reason	
(a)	They are too busy with other things	01	01	01	48 49
(b)	They have no time or energy left after a day's work	02	02	02	50 51
(c)	They are not interested in the subject of the class	03	03	03	52 53
(d)	They feel that classes are going to be too difficult for them	04	04	04	
(e)	The classes are held at inconvenient times	05	05	05	
(f)	It is too difficult to get away from their children or families	06	06	06	
(g)	They do not know such classes exist	07	07	07	
(h)	The classes are held in schools or other unsuitable surroundings	08	08	08	
(i)	The classes are held at places which are too far away or inconvenient	09	09	09	
(j)	The classes are intended for people from a different social class	10	10	10	
(k)	They are not interested in being better educated	11	11	11	
(l)	They just can't be bothered	12	12	12	

Office use only

21) Could you give classes during the daytime if special arrangements were made for looking after your children?

Yes	1	
No	2	
Not sure	3	
I do not have any children	4	21

22) Would you say that the range of classes available to adults in Livingston is

Very wide	1	
Wide	2	
Neither wide nor limited	3	22
Limited	4	
Very limited	5	

23) How interested do you think most people living locally are in going to classes for adults? Would you say

Most people are very interested	1	
Most people are interested	2	23
Most people are not very interested	3	
Most people are not interested at all	4	

24) When are you able to give . classes? (Circle as many numbers as appropriate)

		Yes	1			Yes	1	
	morning	No	2		morning	No	2	
		Not sure	3			Not sure	3	
		Yes	1			Yes	1	37 49
MONDAY	afternoon	No	2	FRIDAY	afternoon	No	2	38 50
		Not sure	3			Not sure	3	39 51
		Yes	1			Yes	1	
	evening	No	2		evening	No	2	
		Not sure	3			Not sure	3	
		Yes	1			Yes	1	
	morning	No	2		morning	No	2	
		Not sure	3			Not sure	3	
		Yes	1			Yes	1	40 52
TUESDAY	afternoon	No	2	SATURDAY	afternoon	No	2	41 53
		Not sure	3			Not sure	3	42 54
		Yes	1			Yes	1	
	evening	No	2		evening	No	2	
		Not sure	3			Not sure	3	
		Yes	1			Yes	1	
	morning	No	2		morning	No	2	
		Not sure	3			Not sure	3	
		Yes	1			Yes	1	43 55
WEDNESDAY	afternoon	No	2	SUNDAY	afternoon	No	2	44 56
		Not sure	3			Not sure	3	45 57
		Yes	1			Yes	1	
	evening	No	2		evening	No	2	
		Not sure	3			Not sure	3	
		Yes	1					
	morning	No	2					
		Not sure	3					
		Yes	1					46
THURSDAY	afternoon	No	2					47
		Not sure	3					48
		Yes	1					
	evening	No	2					
		Not sure	3					

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25) Do you think that the room where your present class is held is

			Office use only
A	Very comfortable	1	
	Comfortable	2	
	All right	3	58
	Uncomfortable	4	
	Very uncomfortable	5	
B	Very suitable for adults	1	
	Suitable for adults	2	
	All right	3	59
	Not suitable for adults	4	
	Completely unsuitable for adults	5	

26) How do you usually travel to this class?
(Please circle only one number)

		Office use only
On foot	1	
By bicycle	2	
By car	3	62
By motor cycle - scooter	4	
By bus	5	
By train	6	
By other means (Please give details)	7	

.....

27) Apart from experience, have you ever had any training in the teaching of adults?

		Office use only
Yes	1	63
No	2	

If you have answered 'Yes', please give details

.....

.....

.....

64

28) In your opinion, is such training (a) Useful

		Office use only
Yes	1	
No	2	65

(b) Necessary

		Office use only
Yes	1	
No	2	66

29) Would you like to work full-time in adult education?

		Office use only
Yes	1	67
No	2	

Why? .....

.....

68

30) Would you say your chief purpose in your class was to help people in:

		Office use only
Enjoying their leisure time constructively	01	
Getting on better in their jobs	02	
Becoming better educated	03	69 70
Meeting others socially	04	
Relaxing	05	
Learning to serve the community better	06	
Learning to make something useful for their home lives	07	

Other (Please give details) .....

.....

.....

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31) Consider the educational body which employs you as a teacher of adults. What would you say is its main purpose in providing classes?

Providing social facilities	01	
Providing recreational facilities	02	
Improving the general education of the public	03	71 72
Meeting demand as it arises	04	
Developing the community	05	
Meeting its obligations as required by law	06	
Promoting the interests of a particular group	07	

Other (Please give details) .....

.....

.....

32) In general which type of meeting do you think is best suited to the teaching of adults? Please circle ONE.

Individual practical work	01	
Class discussion or group activities	02	
Lecture or demonstration by the teacher	03	73 74
Talks by visiting speakers	04	
Talks by students themselves	05	
Mixture of demonstration and practical work	06	
Mixture of lecture and discussion	07	
Mixture of many activities	08	

Other (Please give details) .....

.....

.....

33) What are your main reasons for teaching adults? (Please circle the most important reason and two others)

	Most Important Reason	2nd Reason	3rd Reason	
Meeting other adults socially.....	01	01	01	75 76
The money is useful.....	02	02	02	77 78
To be stimulated intellectually.....	03	03	03	79 80
To teach adults, not children	04	04	04	
Because I enjoy my subject	05	05	05	
Because of my social/political beliefs	06	06	06	
Because I enjoy teaching or passing on a skill	07	07	07	
Raising the general educational/cultural level of ordinary people.....	08	08	08	
To develop my own interests	09	09	09	
Any other reason				
.....				
.....				

34) Any other comments? e.g. on the present or future role of adult education, or how the present service could be improved?

.....

.....

.....

THANK YOU FOR YOUR HELP

It would be appreciated if you would spend a minute checking that you have answered ALL the questions.

UNIVERSITY OF EDINBURGH

DEPARTMENT OF EDUCATIONAL STUDIES

Head of Department:
John Lowe, B.A., Ph.D.

11 Buccleuch Place,
Edinburgh EH8 9JT
031-667-1011
Extension 6685

23rd March, 1973.

As you may know, this department is at present carrying out a study of adult education activities in Livingston with a view to discovering ways in which they might be improved in the future.

We are particularly interested at the present time in those people who, according to the registers at Craigshill, dropped out of a class last term. As one of those people who left the Class, you could help us considerably in our work by ticking the main reason or reasons for your decision on the slip below and returning it in the enclosed envelope as soon as possible. Please feel free to add any comments or additional reasons or change words if you feel they don't quite apply.

Your co-operation will be greatly appreciated.

Yours sincerely,

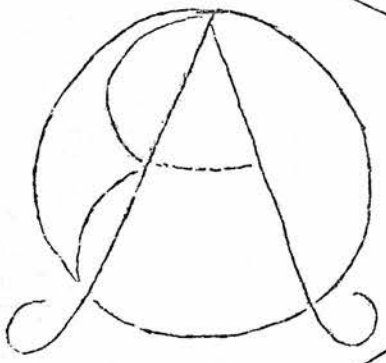
D. J. Collins, M.A.
Research Assistant

Please tick where appropriate

The class was too difficult	☐	Each class was too long	☐
The class was too easy	☐	Each class was too short	☐
The time of day was inconvenient	☐	Ten weeks was too long a period to commit myself	☐
The day of the week was inconvenient	☐	The weather was too bad	☐
The centre was too far from my home	☐	My friends stopped going	☐
I found it too difficult to get to the centre	☐	I missed a week or so and didn't like to go back	☐
I found I had too much else to do	☐		
I found it too difficult to get away from my family	☐	Any other comments or reasons	
I didn't like the teacher	☐	.....	
I didn't like the teacher's methods	☐	.....	
I lost interest in the subject	☐	.....	
The subject wasn't what I thought it was going to be	☐	.....	
I didn't like the other "students"	☐	.....	
I didn't like the atmosphere	☐	.....	
I didn't like the surroundings	☐	.....	

LIVINGSTON

FEB 1973



Educational Opportunities for Adults

produced by the Department of Educational Studies
University of Edinburgh

C O N T E N T S

Here are details of three NEW courses for adults which are starting shortly. These courses are FREE and open to everybody. If you would like to know more, come along to the introductory meeting for:

THE CHILD BEHAVIOUR GROUP	Friday February 16th	2.30	Almondbank Community Wing (adjoining Library)
MONEY MATTERS	Tuesday February 27th	7.30	Craigshill High School
YOU AND YOUR CHILD	Wednesday February 28th	2.30	Almondbank Community Wing

Child minding facilities will be provided while the courses take place.

These new courses are intended for people of all ages and all levels of ability. Interest in the subject is the only really important factor. They will start off at an introductory level and develop according to the particular abilities and interests of the people who come. The atmosphere will be very informal, refreshments will be served where possible, and young children may be left in the care of a playgroup leader, nurse or teacher nearby while the courses are taking place.

Any further details can be obtained from:

D. J. COLLINS, M.A.

either at:

Department of Educational Studies,
11 Buccleuch Place,
EDINBURGH EH8 9JT.

Tel: 031-667-1011 (Extension 6685)

or at:

59 Melbourne Street,
Craigshill West,
LIVINGSTON.

NOTE: These three new courses are only part of what is available in Livingston, and a large programme of different activities is currently taking place each evening in Craigshill High School. These include Car Maintenance, Dressmaking, Cookery, Modern Languages, various Sports, Swimming, English, History, Typewriting, Woodwork, Pottery and Shorthand. For further details you should contact Mr. Allan Maclaughlan at the High School. The courses are free and are run by Midlothian Education Authority.

I would like further details of the courses held at Craigshill High School.

NAME:.....

ADDRESS: .....

.....

To: MR. A. MACLAUGHLAN,
Craigshill High School,
LIVINGSTON.

UNIVERSITY OF EDINBURGH - DEPARTMENT OF EDUCATIONAL STUDIES

CHILD BEHAVIOUR GROUP

On Friday afternoons, beginning with an introductory meeting on FEBRUARY 16th at 2.30 p.m. in the ALMONDBANK COMMUNITY WING, there will be an opportunity for parents of children under 5 to join a group on child behaviour. The group will be led by Dr. Triseliotis who is a lecturer in social work at the University of Edinburgh and was formerly working at a Child Guidance Clinic in London.

The aim of the group is to offer parents the opportunity to discuss aspects of child behaviour under experienced leadership. It has been shown that the best possible way for parents to understand child behaviour is through groups where they can share experiences and reflect on aspects of development, behaviour and handling. Parents are sometimes puzzled or made anxious by some of their children's behaviour and find it difficult to know what is normal behaviour and what probably are signs of greater difficulty.

The group will endeavour to deal with points which arise in the course of discussion. There will be 10 sessions in all. The course will be FREE and a trained nurse or playgroup leader will be on hand in the Riverside Youth Wing to look after the children of parents who are taking part in the course. Refreshments will be available.

All parents who may be interested in taking part in these sessions should come along to the ALMONDBANK COMMUNITY WING on FRIDAY, 16th FEBRUARY at 2.30 p.m. If, for any reason, this is not possible, they should fill in the slip below and return it to D. J. COLLINS, Department of Educational Studies, 11 Buccleuch Place, Edinburgh, before that date.

It may not be possible to include everybody in the first group but if there is sufficient demand a second group may be started later.

I am interested in taking part in the Child Behaviour Group

NAME: .....

ADDRESS: .....

.....

.....

To: D. J. COLLINS,
Department of Educational Studies,
11 Buccleuch Place,
EDINBURGH EH8 9JT.

UNIVERSITY OF EDINBURGH/MIDLOTHIAN EDUCATION AUTHORITY

'YOU AND YOUR CHILD'

What are you doing on a WEDNESDAY AFTERNOON from 2.30 - 4.15? If you can put it off, you'll be very welcome at a new course about the development of children from birth to age 5. 'You and your Child' will last for ten weeks, starting on FEBRUARY 28TH and be given by Mr. Tim Steward, a psychologist, who is a lecturer in the Department of Educational Studies at Edinburgh University.

In the course of ten lectures and discussions, the development of the child will be looked at from 3 different points of view:

The physical development of the child

The development of intelligence

The emerging personality of the child

All parents, and anybody else who is interested, are welcome to come along. Further details of the course can be obtained at an INTRODUCTORY MEETING held on WEDNESDAY, 28TH FEBRYARY at 2.30 p.m. in the ALMONDBANK COMMUNITY WING. You children can be left in the care of a trained nurse or playgroup leader in the Riverside Youth Wing while the course is taking place.

If, for any reason, you can't come to this initial meeting but would still like to take part in the course, please fill in the slip below.

I am unable to attend the first meeting of 'You and your Child' but I would like further details.

NAME: .....

ADDRESS: .....

.....

.....

To: D. J. COLLINS,
Department of Educational Studies,
11 Buccleuch Place,
EDINBURGH EH8 9JT.

UNIVERSITY OF EDINBURGH/MIDLOTHIAN EDUCATION AUTHORITY

MONEY MATTERS

A free 10 week course to introduce and compare ways of saving and investing money. The subjects covered will include banks, building societies, post office savings accounts, premium bonds, unit trusts, insurance schemes, and stocks and shares. General subjects like rising prices and VAT may also be dealt with if there is sufficient interest.

Who's it for?

Everyone who's interested, over the age of 18.

Do I have to fill in any forms?

No. You don't even have to give your name and address if you don't want to.

Will it matter if I left school at 15?

Not in the slightest. The course will begin at a level which assumes no knowledge of how these schemes work, and build up according to the interests and abilities of the people who come.

Won't it be like going back to school?

Definitely not. This course is meant for adults and will take place in a very informal atmosphere.

What about my kids?

They will be looked after by a playgroup leader or teacher in another part of the school.

What if I miss a session? (For example because I work s'ifts?)

It doesn't matter. Notes will be provided so that you can catch up. Each week will also be as self-contained as possible.

Do I have to do any reading or work at home to keep up?

No.

Do I have to buy any books?

No.

What will I get out of it?

More idea of the various ways of handling money and their advantages and disadvantages.

I N T E R E S T E D?

COME ALONG TO THE FIRST SESSION ON TUESDAY, 27TH FEBRUARY AT 7.30 p.m.
AT CRAIGSHILL HIGH SCHOOL

I am unable to attend the first meeting of the "Money Matters" course but I would like further details.

NAME:.....

ADDRESS: .....

.....

To: D. J. COLLINS,
Department of Educational Studies,
11 Buccleuch Place,
EDINBURGH EH8 9JT.

21 June 1973

CRAIGSHILL SUMMER PLAYSCHEME

Riverside Youth Wing, Craigshill, Livingston

Last Monday, a provisional programme for the Craigshill Summer Playscheme was drawn up and those present at the meeting volunteered to help with certain activities. It was generally felt that half a dozen or so people ought to be around the "site" (or on wet days the buildings) and while it was thought that several other people would turn up, we would like to cover each day by this basic minimum.

We are sending around the skeleton programme that has been worked out together with the names of those who have so far "volunteered" and the addresses of those interested. If you were not at Monday's meeting and would like to be involved, either specifically with toddlers, arts and crafts, sport, the tuck shop or just generally, could you please indicate two or three sessions when you might be available (it was felt on Monday that putting a name down did not commit a person absolutely but if they could not come on a particular day, then it would be up to them to contact a substitute).

As you can see, there are enough people interested in the scheme to make two or three sessions per person over the summer sufficient to ensure its success, although we reckon it will be impossible to have too many helpers!! The activities arranged are, of course, not the only possible ways in which the children may be involved in summer play and the people on the site on any particular day may decide to have a picnic, go for a walk or do something different as they see fit. The activity list which has been drawn up is, therefore, in effect, no more than a list of suggestions of things to do when nothing else presents itself.

If you could offer to help on a few of the days which so far are not fully covered, please fill in your name on the skeleton programme and return to the Riverside Youth Wing. We will send out a list of all those people on duty each day in case they would like to get together to decide in more detail what they would like to do. There will also be a meeting to discuss general points (and the first special event - the bonfire) on Friday, 29 June at 8 p.m. in the Almondbank Community Wing. It is also suggested that those involved in the Tuck Shop and Bus Trip in particular get together some time during this evening to work out in a little more detail their particular roles. Looking forward to hearing from you,

Craigshill Summer Playscheme Group
and that includes you!!

Provisional Programme

The Programme outlined below has been drawn up as a result of the various meetings d about the playscheme so far and this is, of course, completely flexible. It was n agreed that activities will be provided on Monday, Wednesday and Friday of each k and mainly in the afternoons. The "adventure play" will take place on the site the Almond when the weather is suitable and in the Riverside Youth Wing/Craigs Farm/ ham if wet. In either case, it is felt that helpers ought to meet at the Riverside th Wing to decide not only on what they are going to do but also on what kind of day is if there is any doubt.

PROGRAMME

(A space indicates a time and activity when helpers are especially needed)

DAY	ACTIVITY	TIME	HELPERS
. 2 July	"Open House" General information day for children and helpers	Riverside 2-4 p.m.	As many people as possible
. 4 July	Adventure Play	Site 2-5 p.m.	Sports: Mrs Stanton, Mrs Smith Arts/Crafts: Mrs LeLievre, ... Tuck Shop: Mrs Noble, Mrs McKay Toddlers: Mrs Richardson, Mrs Anderson ..... General: Mrs Stewart
	Bonfire/Sausage Sizzle	Site 6.30 p.m.	As many people as possible
rs 5 July	Storytelling	Almondbank 10.30- 11.30 a.m.	Mrs Yule, Mrs Egan, Mrs Stamper
	Adventure Play	Site 2-5 p.m.	Sports: Mrs Dalziel, Mrs Williams Arts/Crafts: Mrs LeLievre, Mrs Anderson Tuck Shop: Mrs Noble, Mrs Richardson
	Pram Races	Site 3 p.m.	Toddlers: Mrs Miller, Mrs Stanton ..... General: Mrs Stewart
	- - - - - - - - - -		
9 July	Adventure Play	Site 2 p.m.	Sports: Mrs Smith, Mrs Noble Arts/Crafts: .... Tuck Shop: .... Toddlers: Mrs Stanton, Mrs Richardson Mrs Whittaker General: Mrs Stewart
11 July	Bus Trip (Commonwealth Pool)	Riverside 12 noon	Mrs Stewart, Mrs Noble, Mrs McKay, Mrs LeLievre, Mrs Anderson
	Adventure Play	Site 2-5 p.m.	Sports: .... Arts/Crafts: .... Tuck Shop: .... Toddlers: Mrs Richardson, Mrs Miller ..... General: .....
	Football	Letham 6.30 p.m.	Mr Coon

s 12 July	Storytelling	Almondbank 10.30-11.30 a.m.	Mrs Yule, Mrs Egan, Mrs Stamper, Mrs Whittaker
	Adventure Play	Site 2-5 p.m.	Sports: Mrs Dalziel ..... Arts/Crafts: Mrs LeLievre, Mrs Mille Tuck Shop: .... Toddlers: Mrs Richardson, Mrs Noble ;..... General: Mrs Stewart
	Treasure Hunt	Site start 3 p.m.	As many people as possible
	- - - - - - - - - -		
16 July	Adventure Play	Site 2-5 p.m.	Sports: Mrs Stanton ..... Arts/Crafts: .... Tuck Shop: Mrs Anderson, Mrs Whittake Toddlers: Mrs Smith, Mrs McKay, Mrs Richardson General: Mrs Stewart
18 July	Bus Trip (Ice Rink)	Riverside 12 noon	Mrs Stewart, ..., ..., ...
	Adventure Play	Site 2-5 p.m.	Sports: Mrs Whittaker, ... Arts/Crafts: .... Tuck Shop: .... Toddlers: .... General: .....
	Football	Letham 6 p.m.	Mr Coon
s 19 July	Storytelling	Almondbank 10.30-11.30 a.m.	Mrs Yule, Mrs Egan, Mrs Stamper,
	Adventure Play	Site 2-5 p.m.	Sports: Mrs Dalziel, ... Arts/Crafts: Mrs Miller, Mrs Whittake Tuck Shop: .... Toddlers: .... General: Mrs Stewart
	Make a Monster	Site 3 p.m.	As many people as possible
	- - - - - - - - - -		
23 July	Adventure Play	Site 2-5 p.m.	Sports: Mrs Whittaker ..... Arts/Crafts: .... Tuck Shop: .... Toddlers: Mrs Smith, Mrs Yule, Mrs Richardson General: Mrs Stewart
25 July	Bus Trip (Mystery Tour)	Riverside 12 noon	Mrs Whittaker, Mrs Stewart, ...
	Adventure Play	Site 2-5 p.m.	Sports: .... Arts/Crafts: .... Tuck Shop: .... Toddlers: .... General: .....

urs 26 July	Storytelling	Almondbank 10.30- 11.30 a.m.	Mrs Yule, Mrs Egan, Mrs Stamper Mrs Whittaker
	Adventure Play	Site 2-5 p.m.	Sports: Mrs Dalziel, ... Arts/Crafts: Mrs Yule, ... Tuck Shop: .... Toddlers: Mrs Miller .... General: .....
	Bicycle Rally	Site 3 p.m.	As many people as possible
	- - - - - - - - - -		
Mon 30 July	Adventure Play	Site 2-5 p.m.	Sports: Mrs Smith, ... Arts/Crafts: Mrs Whittaker ..... Tuck Shop: .... Toddlers: Mrs Yule, ... General: Mrs Stewart
Wed 1 Aug	Bus Trip (Commonwealth Pool)	Riverside 12 noon	Mrs Stewart, Mrs Whittaker ....
	Adventure Play	Site 2-5 p.m.	Sports: .... Arts/Crafts: Mrs LeLievre, ... Tuck Shop: .... Toddlers: ....
	Football	Lethen 6.30 p.m.	..... General: Mrs Miller
Thurs 2 Aug	Storytelling	Almondbank 10.30- 11.30 a.m.	Mrs Yule, Mrs Egan, Mrs Stamper, Mrs Whittaker
	Adventure Play	Site 2-5 p.m.	Sports: .... Arts/Crafts: Mrs Miller, Mrs LeLievre Tuck Shop: Mrs Stanton, ... Toddlers: Mrs Richardson, ... General: Mrs Stewart
	Bogey Races	Site 3 p.m.	As many people as possible
	- - - - - - - - - -		
Mon 6 Aug	Adventure Play	Site 2-5 p.m.	Sports: Mrs Stanton, ... Arts/Crafts: .... Tuck Shop: .... Toddlers: Mrs Smith, Mrs Richardson, ... General: Mrs Stewart
Wed 8 Aug	Bus Trip (Ice Rink)	Riverside 12 noon	Mrs Stewart, ...
	Adventure Play	Site 2-5 p.m.	Sports: Mrs Williams, ... Arts/Crafts: Mrs LeLievre, ... Tuck Shop: .... Toddlers: .... General: .....

rs 9 Aug	Storytelling	Almondbank 10.30-11.30 a.m.	Mrs Yule, Mrs Egan, Mrs Stamper,
	Adventure Play	Site 2-5 p.m.	Sports: Mrs Dalziel, ... Arts/Crafts: Mrs Miller, Mrs LeLievre Tuck Shop: .... Toddlers: .... General: Mrs Stewart
	Bonfire	Site 6.30 p.m.	As many people as possible

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SUMMER PLAYSCHEME 1973 - LIST OF HELPERS

EETS

SBANE	79	Mr Wilson
	79	Mrs Wilson
MANTLE	6	Mrs Walker
	34	Mrs Willotts
	53	Mr J. Cocn
ART	14	Mrs J. Yule
BOURNE	42	Mrs E. Noble
	53	Mrs B. Stanton
	57	Mrs S. Smith
	59	Mrs L.E. Collins
	59	Mr D.J. Collins
	71	Mrs I. Calder
	74	Mrs Richardson
	75	Mrs M. Courdie
LOW	7	Mrs I. Thompson
	10	Mrs D. Stamper
TORIA	127	Mrs D. McLuskie

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VES

	51	Mrs P. Stewart
	52	Mrs B. Smith
EL	28	Mrs Sinclair
E	7	Mrs Strachan
AN	7	Mrs A. Montgomery
	8	Mrs A. Palm
UCE	4	Mrs M. Herbison

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T

LISLE	1	Mrs J. Troube

DRIVES

BEAULY	2	Mrs S. Williams
	11	Mr J. Picken
DON	13	Mrs M. Venters
ESK	5	Mrs J. Hadden
	20	Mrs A. Swarbrick
FORTH	25	Mrs H. Egan
	44	Mrs J. Drummond
	51	Mrs M. Chant
	54	Mrs M. Hogarth

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WALKS

CARRON	7	Mrs McGrath
ETIVE	19	Mrs E. Gow
GARRY	19	Mrs P. Stone
	32	Mrs M. McKay
RANNOCH	34	Mrs L. Manson
	83	Mrs M. Dalziel
SHIEL	1	Mrs I. Whittaker
TORRIDON	40	Mrs Le Lievre

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COURT

RAMSAY	12	Mrs F. Anderson

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PARK

CORSTON	11	Mrs L. John
	40	Mrs M. McPake

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NEW TOWN PROJECT

"CHILD BEHAVIOUR" COURSES

EVALUATION QUESTIONNAIRE

1. Had you been to an adult education class before? .....
.....

2. Why did you come to this particular course? .....
.....
.....

3. What did you expect and how did it compare with your expectations? .....
.....
.....
.....

4. What (if anything) do you think you obtained from the course? .....
.....
.....
.....

5. How do you think the course might be improved? .....
.....
.....
.....

6. Would you go to a course on a similar topic in the future? .....
.....

7. What did you think of the content of the course? .....
.....
.....

the lecturer or teacher? .....

.....

.....

the timing of the course? .....

.....

.....

the length of the course (10 weeks)? .....

.....

the room where the course was held? .....

.....

.....

8. Did you know any of the other people on the course before you came? .....

n .....

Have you seen any members of the course socially since it ended (apart from those you knew already)? .....

.....

9. Any other suggestions or comments .....

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